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The Virginia Plan for Higher Education — 1983

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Preface

The State Council of Higher Education for Virginia is pleased to present the 1983 update of the *Virginia Plan for Higher Education.* The *Plan* consists of two volumes. Volume I includes an introduction and data profile of Virginia's system of higher education, three papers which discuss issues affecting the Virginia system, and a mission narrative from each of the state-supported and independent institutions in the Commonwealth. Volume II contains a data profile of each institution.

The *Virginia Plan* is revised every two years, as required by statute. In preparing this year's revision, the Council drew upon information submitted by Virginia's colleges and universities, both state-supported and independent, and upon the valuable advice of many persons closely associated with higher education. The Council is particularly grateful to the presidents of Virginia's colleges and universities, whose advice has been most helpful and whose co-operation has made this update possible.

Higher education in Virginia is basically healthy. The state-supported system of colleges and universities is sound, progressive and economically efficient. The independent colleges and universities continue to attract ample numbers of good students and to contribute to the valuable diversity of higher education opportunities available in the Commonwealth.

The basic policies which shape higher education in Virginia were articulated more than a decade ago. They have served us well during a period when enrollment has doubled, institutions have been established and have grown to maturity, and several schools, departments and programs have achieved national reputations. Virginia's colleges and universities offer higher education to persons who want and can benefit from it, at a level of excellence of which we can be proud.

The difficult financial circumstances of the past several years have resulted in less than sufficient funding for our state-supported colleges and universities. As we look ahead, the Council has identified several factors which will influence the development of higher education. These factors are:

1. stable or slightly increasing demand for the services offered by colleges and universities;
2. changes in the general population and therefore in the characteristics and educational needs of the men and women who enroll in higher education;
3. alarm over the nation's eroding economic and technological position within the world community;
4. increased insistence that the results of higher education be measured and used in decisions about funding;
5. reduced support for higher education by the federal government, both for research and for student financial assistance;
6. increased reliance upon student tuition and fees for support of higher education, with commensurate increases in financial aid for students from lower and middle income families;
7. continued pressure from the colleges and universities or their regional supporters for additional programs which duplicate those already offered and further strain limited higher education budgets.

Many of these factors are beyond the control of those responsible for higher education, but the responses to them are not. How Virginia's system of higher education responds will determine the health of higher education in the Commonwealth as this century draws to a close.

We must find ways of responding to the demand for technological programs and emphases without distorting the fundamental mission of our institutions to teach the best that has been thought and said in the world. We must be helpful to those planning economic recovery while maintaining the intellectual and institutional independence of higher education. The Virginia system of autonomous institutions governed by appointed boards is critically important. Boards should be strengthened and supported in every way possible.

We must make the best arguments we can for continued support of higher education primarily by state government, but also by corporations, private givers and others. Virginia cannot build an excellent system of higher education with only mediocre funding. The people of Virginia, and their elected representatives, believe in the value of higher education. They also appear to trust and respect the leaders of our colleges and universities. We must constantly seek to justify that trust.

Those responsible for higher education must do everything they can to keep higher education open to all of Virginia's citizens who want and can benefit from it. If we have to choose between improving quality and offering every student a place somewhere in Virginia higher education, it will be unfortunate. Changed programs, increased cooperation and efficiency, measurement of results by any reasonable test, all are desirable in order to provide open access to a steadily improving system of higher education.

H.L. Mencken once observed that "for every complex problem there is a simple solution, which is inevitably wrong." These are not easy times, and a number of complex problems confront Virginia higher education. The colleges and universities are basically healthy, and the system has developed in a basically orderly manner. Our challenge now is to build upon strength, to resist the temptation of simple solutions, and to continue to earn the support of the people of Virginia. It is in this spirit that the Council of Higher Education offers this 1983 revision to the *Virginia Plan for Higher Education.*

William L. Zimmer, III
Chairman
State Council of Higher Education
for Virginia

Introduction

The Council of Higher Education is required by law to publish a statewide plan for higher education and to revise that plan every two years. It has done so since 1974.

In 1974, the Council established three goals for Virginia's state-supported system of colleges and universities: access, excellence and accountability. The Council reaffirms its commitment to these goals in issuing the 1983 revisions to the **Virginia Plan.** All Virginians who want and can benefit from higher education should have an opportunity to pursue it. All Virginians, whether enrolled as students in the state-supported colleges and universities or not, benefit most when the institutions are striving to be as good as they possibly can be in instruction, research, and public service. Finally, all Virginians have a legitimate interest in knowing that the money provided to the state-supported colleges and universities is spent responsibly and effectively in efforts to provide access to excellent education.

The system has grown remarkably during the past decade, from 134,000 students to 252,000. It has also matured at every level. The community colleges are firmly established in every part of the Commonwealth to provide occupational and college transfer programs within commuting distance of most Virginians. Among the 23 community colleges, there are now differences in character and mission which were not apparent ten years ago. They range from the large, multi-campus colleges with a full array of programs to smaller, rural colleges with more limited program offerings. As the colleges have become more different from one another, the planning responsibilities of the Virginia community College System have become more complex.

The urban universities, although still developing, have emerged as a major force in Virginia higher education. These institutions also have acquired characteristics which distinguish them from one another: different instructional and research specialties, different kinds of students, different relations with the broader communities of which they are a part.

The baccalaureate and masters level institutions remain strong in Virginia, despite signs of ill health elsewhere in the nation. Perhaps this is because Virginia's institutions were able to diversify more successfully than others moving from single purpose, teacher education institutions to broad, general education curricula. The Council of Higher Education is pleased to have participated in this curricula diversification, which has resulted in stronger institutions and better educational opportunities for citizens of the Commonwealth.

Virginia's research universities are stronger, but not yet strong enough. The Commonwealth is unusual among states in that three of its universities rank among the top 100 research universities in the nation. That is good, but not good enough. No Virginia university ranks in the top 50. Virginia has the fourteenth largest population in the United States and the eleventh largest enrollment in its system of state-supported higher education. The Council believes that at least one of its universities ought to be among the premier research universities in the nation.

The goals of Virginia's state-supported system of higher education have been set and remain unchanged. The strategies for achieving those goals through a multi-tiered, highly diverse set of institutions which offers access to virtually every kind of higher educational program and service, are in place and do not require substantial modification. Within this context of goals and strategies, the Council of Higher Education engages in continuous cycles of planning. Most of these planning cycles relate closely to the biennial budgeting process used in Virginia. For instance, the Council makes a two-year enrollment projection which is used in developing the operating budgets of the colleges and universities. It also makes a ten-year enrollment projection which is used for capital outlay planning and budgeting. Both the short-range and long-range forecasts are done every two years and adjusted as necessary in the interims.

Every two years, the Commonwealth requires six-year financial plans from all colleges and universities. The Council of Higher Education uses the six-year financial planning cycle as the basis for its review and approval of new academic degree programs. Every two years, it approves the new programs which will be offered in the upcoming biennium. It also reviews programs tentatively proposed for initiation in the two biennia beyond the upcoming one, and either encourages or discourages them based upon information then available. As with its procedures for enrollment forecasting, the program approval procedures allow the Council to tie together budget planning and significant institutional changes.

Just as it considers planning to be a continuous activity and plans to be dynamic rather than static, so the Council considers institutional missions to be changing constantly as institutions develop. The Council is required by law to approve changes in institutional mission, a responsibility which can be discharged only if missions are conceived in such a way that they can be precisely described. For this reason, the Council has determined that an institution's mission is what it does: the programs and services it offers, to whom it offers them and where. When these factors change in any significant way, the institution's mission has changed. Thus, as the Council goes about its business of approving enrollment projections, approving new programs and organizational changes, reviewing existing programs for productivity, and the like, it is constantly approving changes in institutional mission. The missions which result from these changes are then stated in the revisions to the **Virginia Plan for Higher Education.** Volume I of the plan contains a general description of institutional mission, while Volume II contains a detailed statistical profile of each institution.

The format for this revision of the **Virginia Plan** is similar to that used in 1979 and 1981. There is a paper which presents a general profile of the state-supported system of higher education. Following this are three papers which discuss issues of particular importance to Virginia higher education at this time. Then there are institutional mission narratives for each state-supported and independent degree-granting institution of higher education in Virginia. The state-supported mission description is followed by a brief statement of institutional aspiration. The Council does not necessarily endorse the aspirations described, but includes them as part of the institutional narrative to indicate how an institution hopes to develop in the future.

The approach to the issue papers was different in this revision of the **Virginia Plan** in that two of them, on research and undergraduate education, were written by university presidents. The third, on financing higher education, was prepared by the Council staff. All were reviewed by advisory committees of presidents and other institutional representatives before being presented to the Council for final modification and adoption.

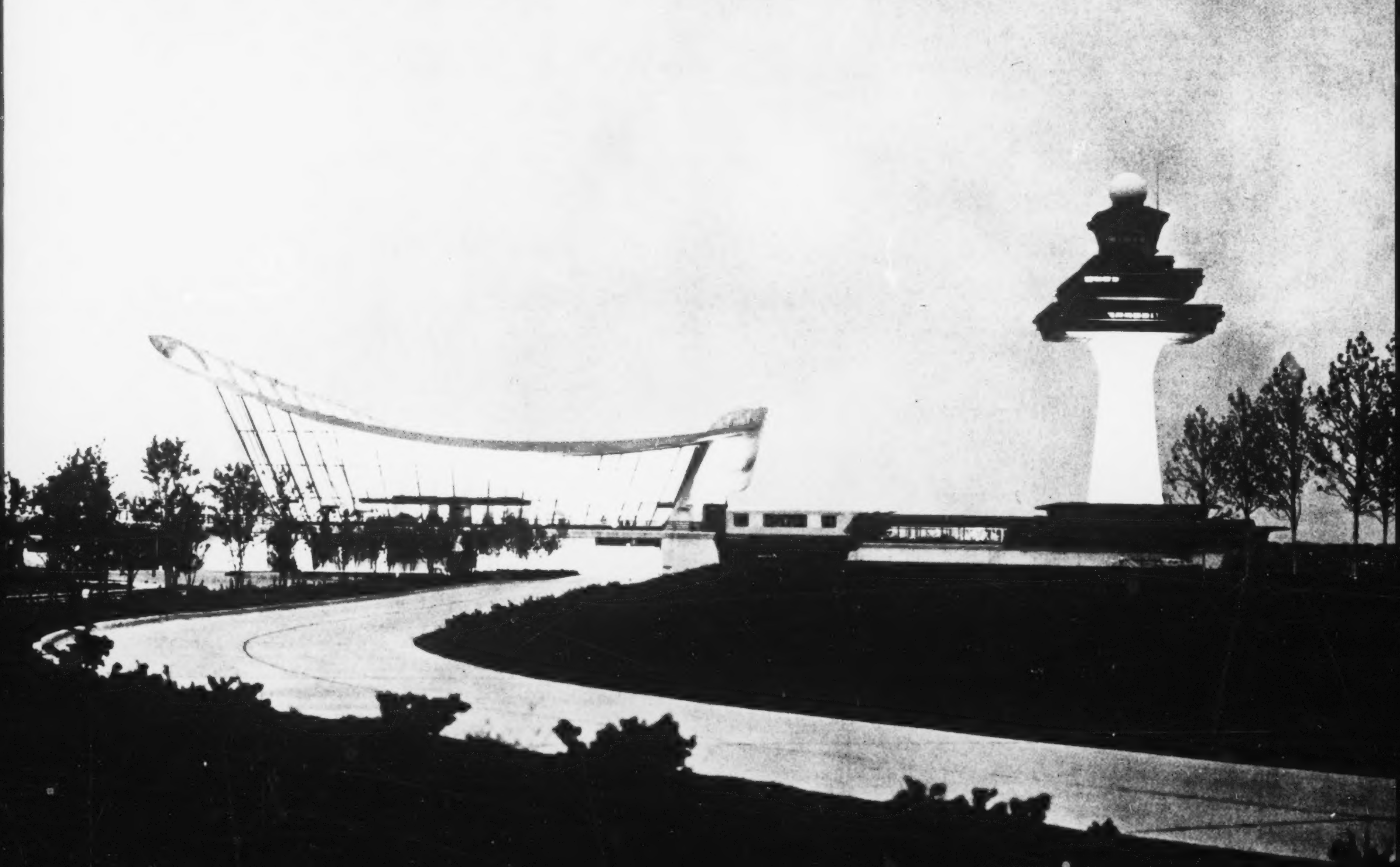
The Council endorses the issue papers and thanks the presidents for their cooperation in preparing and reviewing them.

The Council agrees completely with the undergraduate education paper's contention that the most important ability undergraduates can acquire is how to think and that they must also become both verbally and mathematically literate. The Council also thinks that the undergraduate educational experience should provide students with a kind of cultural literacy: a shared awareness of the past and present. Cultural literacy is defined by the age and by the particular culture itself. In a nation whose population is as diverse as that of the

United States, it is admittedly difficult to define the culture with which every educated woman and man should be familiar. The Council believes, however, that it is worth trying to define the culture. The lack of a common body of intellectual experience threatens the coherence and stability of American society.

The paper on financing higher education touches on the most critical issue of all those facing higher education in 1983: the growing discrepancy between the amount of money needed by the colleges and universities in order to carry out their responsibilities and the amount of money they receive. Both access and excellence remain worthy goals for Virginia higher education, but neither has been completely achieved. Not all persons who might want and benefit from higher education have been given access to it, and not all of Virginia higher education has achieved a pinnacle of excellence beyond which there is nowhere to go. The goals of access and excellence are jeopardized if adequate funding is not provided to higher education. This applies to the operating and capital outlay budgets of the state-supported institutions, and also to the financial aid budgets of both state-supported and independent institutions. There is more to be done, and the Council urges that adequate funding be made available to support higher education. It is one of the most valuable services government can provide its people.

The Virginia System of Higher Education-Statistical Profile



Virginia's diverse system of higher education includes 39 state-supported institutions, 35 private institutions, and one proprietary institution which awards degrees. In addition, there are approximately 200 other institutions which provide postsecondary educational programs to Virginia students, including 32 institutions which have principal campuses located outside the Commonwealth but which offer courses and degree programs within the State.

The *Virginia Plan for Higher Education* concentrates on the 74 degree-granting institutions which have been chartered or statutorily established by the Commonwealth. Data profiles of these institutions are included in Volume II of the *Plan*. This chapter is intended to provide an overview of the colleges and universities that collectively form the Virginia system of higher education.

Enrollment

The 74 institutions included in the *Virginia Plan* enrolled almost 295,000 students in Fall, 1983. The size of the Virginia system ranks it in the top quarter of all states.

The 1960s and early 1970s were years of unprecedented growth for public higher education in Virginia (Table 1) as well as nationally. The growth was the result of the post-war "baby boom" and a determined effort on the part of the Commonwealth to make higher education accessible to all students who could benefit from it. The middle of the 1960s saw the development of the Virginia Community College System, which now enrolls over 40 percent of all the students who attend public institutions.

By 1982, including students enrolled in both on and off-campus programs and courses, more than 252,000 students were attending Virginia's state-supported institutions. The enrollment, by institution, and the characteristics of the students are shown in Table 2. In Fall, 1983, the state-supported institutions' enrollment grew by 1.7 percent, so that the total on and off-campus enrollment is 256,728 (Table 3).

Private college enrollments in Virginia also grew substantially during the 1960s and early 1970s. However, the growth was much slower than that of the public institutions. In addition, the private institutions' percentage of the total system enrollment moved from approximately 33 percent in 1960 to about 13 percent in 1978; the percentage has remained approximately the same since that time. The historical growth of the private institutions and their enrollment in 1982 are shown in Tables 4 and 5. In Fall, 1983, these institutions had a 4.6 percent increase over their Fall, 1982, headcount; altogether, the institutions have 38,071 students this year (Table 6).

Nationally, many states have experienced a decline in their college and university enrollments. The decrease in students is related to a lower birthrate and its effect on the number of 18 to 21-year olds who are the traditional college-age population. Because Virginia is among the group of "Sunbelt" states which will continue to have increases in population throughout most of the 1980s, the decline in the traditional college-age population is not expected to result in a decrease in Virginia's higher education enrollment. In addition, Virginia's enrollment will probably be sustained because it now has a larger percentage of its total population enrolled in public higher education than any state in the south. In short, Virginia's institutions have become increasingly attractive to the state's residents, as further demonstrated by the fact that the Commonwealth has become a net importer of students from other states. This means that Virginia has more out-of-state students enrolling in its colleges and universities than there are Virginia students who choose to enroll at out-of-state institutions.

Table 1

Fall Headcount and Regular Session Full-Time Equivalent Enrollment 1965-1982

(On-Campus Students Only)

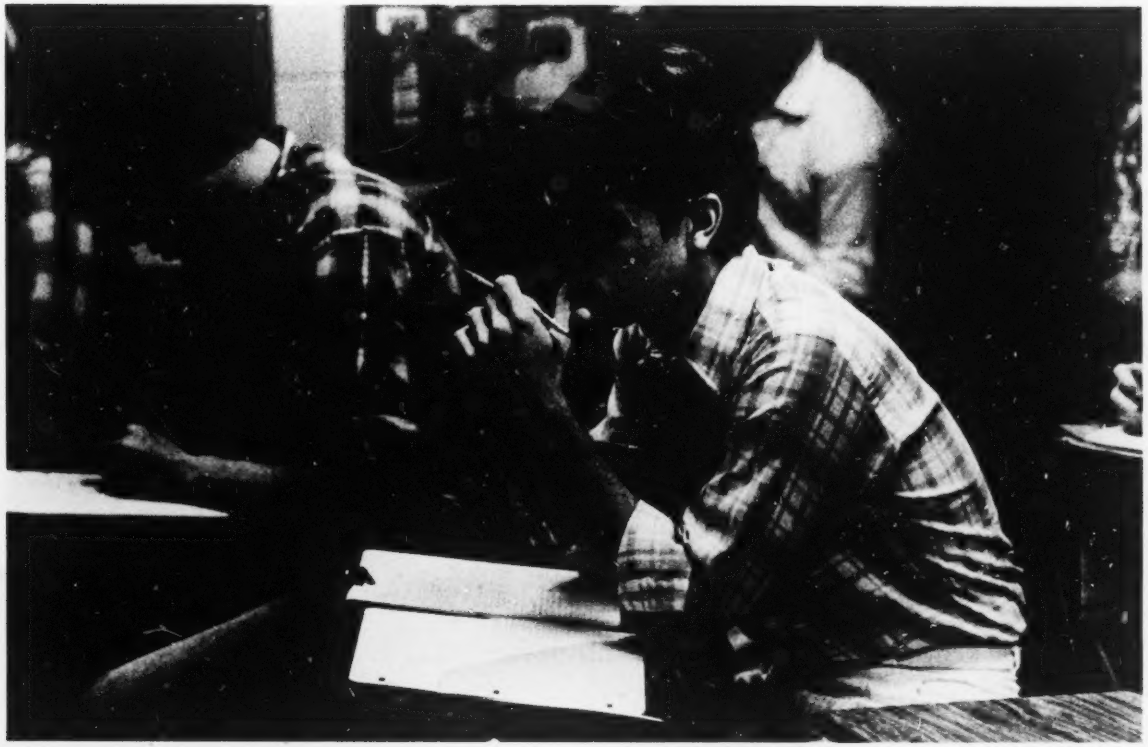
	1965		1970		1975		1980		1982	
	Fall Headcount	**Regular Session FTE**	**Fall Headcount**	**Regular Session FTE**	**Fall Headcount**	**Regular Session FTE**	**Fall Headcount**	**Regular Session FTE**	**Fall Headcount**	**Regular Session FTE**
Christopher Newport College	1,026	535	1,770	1,106	2,877	1,830	3,805	2,304	4,108	2,533
Clinch Valley College	427	436	812	739	1,002	749	1,008	770	968	774
George Mason University	571	590	2,390	2,035	7,638	5,302	12,636	8,082	14,511	9,119
James Madison University	2,345	2,676	4,041	3,955	7,343	7,048	8,817	8,276	9,048	8,609
Longwood College	1,466	1,698	2,234	2,200	2,156	2,132	2,398	2,681	2,589	2,585
Mary Washington College	1,973	2,171	2,154	2,147	2,131	2,064	2,628	2,321	2,925	2,540
Norfolk State University	3,390	2,356	4,904	4,511	6,733	5,960	7,215	6,724	7,220	6,417
Old Dominion University	7,417	5,734	9,471	6,983	13,164	9,188	15,139	11,061	14,712	11,034
Radford University	3,116	3,714	4,159	3,749	4,712	4,260	5,485	4,990	5,697	5,292
University of Virginia	7,249	7,845	10,852	10,729	15,179	14,416	16,452	15,838	17,118	16,429
Virginia Commonwealth University*	9,275	6,735	14,088	10,607	17,443	12,683	19,156	13,787	19,419	14,214
Virginia Military Institute	1,228	1,422	1,131	1,278	1,244	1,387	1,319	1,485	1,321	1,521
Virginia Polytechnic Institute and State University	7,024	7,686	12,043	12,151	18,477	17,741	21,069	20,354	21,510	20,875
Virginia State University	2,010	1,955	2,948	2,731	4,559	3,955	4,339	3,872	4,003	3,430
The College of William and Mary	3,851	3,615	5,319	4,545	6,068	5,662	6,465	6,039	6,521	6,119
TOTAL – Four-Year Institutions	**52,368**	**49,168**	**78,316**	**69,466**	**110,726**	**94,377**	**127,931**	**108,584**	**131,670**	**111,491**
Blue Ridge Community College	—	—	1,315	818	1,928	1,108	2,121	1,044	1,911	1,014
Central Virginia Community College	98	67	1,684	1,018	3,212	1,736	3,525	1,702	3,367	1,719
Dabney S. Lancaster Community College	283	136	568	405	1,067	627	1,038	632	849	571
Danville Community College	422	359	1,668	1,275	2,210	1,586	2,430	1,639	2,218	1,593
Eastern Shore Community College	187	124	119	78	579	297	472	229	345	170
Germanna Community College	—	—	383	321	592	438	916	536	1,641	756
J. Sargeant Reynolds Community College	—	—	—	—	7,387	3,980	9,491	4,154	10,162	4,497
John Tyler Community College	—	—	1,856	1,240	2,866	1,589	3,536	1,668	3,651	1,774
Lord Fairfax Community College	—	—	571	391	1,372	740	1,894	851	1,646	809
Mountain Empire Community College	—	—	—	—	934	543	2,028	808	1,482	824
New River Community College	—	—	637	517	2,262	1,511	2,761	1,425	2,821	1,404
Northern Virginia Community College	761	650	9,718	6,091	26,673	13,361	33,094	15,298	33,519	15,644
Patrick Henry Community College	146	114	353	212	1,069	615	1,549	721	1,290	620
Paul D. Camp Community College	—	—	—	—	1,025	615	855	500	624	343
Piedmont Virginia Community College	—	—	—	—	1,959	967	2,780	1,265	2,721	1,321
Rappahannock Community College	—	—	—	—	1,343	570	1,212	643	1,102	574
Southside Virginia Community College	—	—	246	202	1,217	806	1,290	775	979	694
Southwest Virginia Community College	—	—	915	756	1,821	1,083	3,010	1,417	2,294	1,489
Thomas Nelson Community College	—	—	2,215	1,406	4,651	2,666	5,449	2,990	5,587	3,039
Tidewater Community College	—	—	1,855	1,368	10,206	5,403	14,591	7,353	14,625	7,584
Virginia Highlands Community College	—	—	567	457	1,333	916	1,441	996	1,372	982
Virginia Western Community College	496	358	2,808	1,877	5,303	2,924	5,605	2,837	5,335	2,818
Wytheville Community College	356	279	932	727	1,495	1,002	1,912	1,113	1,552	1,016
TOTAL – Community Colleges	**2,749**	**2,087**	**28,410**	**19,159**	**82,504**	**45,083**	**103,000**	**50,596**	**101,093**	**51,255**
Richard Bland College	636	488	841	605	1,076	676	940	614	947	627
TOTAL – Two-Year Institutions	**3,385**	**2,575**	**29,251**	**19,764**	**83,580**	**45,759**	**103,940**	**51,210**	**102,040**	**51,882**
TOTAL ALL STATE-SUPPORTED INSTITUTIONS	**55,753**	**51,743**	**107,567**	**89,230**	**194,306**	**140,136**	**231,871**	**159,794**	**233,710**	**163,373**

Table 2

Enrollment at Virginia's State-Supported Institutions, Fall Term 1982

(On and Off-Campus Students)

	Full-time	Part-time	Virginia Residents	Non-Virginia Residents	Men	Women	Total
Christopher Newport College	2,019	2,270	3,840	449	1,898	2,391	4,289
Clinch Valley College	712	490	1,155	47	474	728	1,202
George Mason University	7,309	7,621	13,659	1,271	6,626	8,304	14,930
James Madison University	7,954	1,825	7,875	1,904	4,323	5,456	9,779
Longwood College	2,429	310	2,517	222	830	1,909	2,739
Mary Washington College	2,351	585	2,415	521	715	2,221	2,936
Norfolk State University	5,913	1,433	5,905	1,441	3,021	4,325	7,346
Old Dominion University	9,641	6,140	12,938	2,843	7,761	8,020	15,781
Radford University	5,169	734	5,446	457	1,843	4,060	5,903
University of Virginia	15,499	8,513	17,409	6,603	11,020	12,992	24,012
Virginia Commonwealth University	12,002	8,029	18,240	1,791	8,474	11,557	20,031
Virginia Military Institute	1,321	—	729	592	1,321	—	1,321
Virginia Polytechnic Institute and State University	20,247	2,674	16,775	6,146	13,731	9,190	22,921
Virginia State University	3,399	1,127	3,444	1,082	2,005	2,521	4,526
The College of William and Mary	5,594	927	4,345	2,176	3,137	3,384	6,521
TOTAL – Four-Year Institutions	**101,559**	**42,678**	**116,692**	**27,545**	**67,179**	**77,058**	**144,237**
Blue Ridge Community College	807	1,210	1,992	25	915	1,102	2,017
Central Virginia Community College	1,201	2,482	3,661	22	1,678	2,005	3,683
Dabney S. Lancaster Community College	463	458	889	32	392	529	921
Danville Community College	1,248	1,129	2,334	43	1,187	1,190	2,377
Eastern Shore Community College	139	206	341	4	128	217	345
Germanna Community College	454	1,187	1,629	12	653	988	1,641
J. Sargeant Reynolds Community College	2,958	7,204	10,090	72	3,863	6,299	10,162
John Tyler Community College	1,182	2,838	3,938	82	1,719	2,301	4,020
Lord Fairfax Community College	577	1,186	1,724	39	691	1,072	1,763
Mountain Empire Community College	675	1,339	2,010	4	878	1,136	2,014
New River Community College	1,016	2,028	3,021	23	1,254	1,790	3,044
Northern Virginia Community College	8,852	25,383	31,692	2,543	15,053	19,182	34,235
Patrick Henry Community College	450	894	1,336	8	538	806	1,344
Paul D. Camp Community College	410	705	1,109	6	442	673	1,115
Piedmont Virginia Community College	872	2,476	3,271	77	1,300	2,048	3,348
Rappahannock Community College	460	799	1,253	6	395	864	1,259
Southside Virginia Community College	525	731	1,256	—	466	790	1,256
Southwest Virginia Community College	1,092	1,591	2,638	45	1,259	1,424	2,683
Thomas Nelson Community College	2,202	4,082	6,060	224	2,946	3,338	6,284
Tidewater Community College	4,660	10,375	14,573	462	6,756	8,279	15,035
Virginia Highlands Community College	849	589	1,419	19	630	808	1,438
Virginia Western Community College	2,085	3,393	5,425	53	2,337	3,141	5,478
Wytheville Community College	786	766	1,537	15	567	985	1,552
TOTAL – Community Colleges	**33,963**	**73,051**	**103,198**	**3,816**	**46,047**	**60,967**	**107,014**
Richard Bland College	562	542	1,076	28	356	748	1,104
TOTAL – Two-Year Institutions	**34,525**	**73,593**	**104,274**	**3,844**	**46,403**	**61,715**	**108,118**
TOTAL ALL STATE-SUPPORTED INSTITUTIONS	**136,084**	**116,271**	**220,966**	**31,389**	**113,582**	**138,773**	**252,355**



The decline in the traditional college-age population will mean, however, that even in Virginia the remainder of the 1980s and the early 1990s will be a period of markedly slower growth. The current and projected higher education enrollments in Virginia between 1982 and 1994 are shown in Table 7. It should be emphasized that these projections are based on the best demographic data available in late 1983 and make no attempt to reflect changes in enrollment patterns which might occur if funding for various federal and state financial aid programs or tuition charges changes significantly.

As Virginia's enrollment has become less dependent on 18 to 21-year olds during the last several years, the number of part-time, older students has increased. Table 8 contrasts the change in the mix of full-time and part-time students attending the state-supported institutions between 1970 and 1982. In 1970, only 26 percent of the students were enrolled part-time. By 1982, 46 percent of the total enrollment was part-time; more than two-thirds of the students who attended two-year institutions did so part-time. However, it should be noted that the percentage of part-time students actually declined

Table 3

Fall 1983 Headcount Enrollment (On and Off-Campus)

State-Supported Institutions

Institution	Total
Christopher Newport College	4,398
Clinch Valley College	1,338
George Mason University	14,545
James Madison University	9,932
Longwood College	2,730
Mary Washington College	3,016
Norfolk State University	7,390
Old Dominion University	15,955
Radford University	6,285
University of Virginia	22,490
Virginia Commonwealth University	20,251
Virginia Military Institute	1,309
Virginia Polytechnic Institute and State University	22,851
Virginia State University	4,279
The College of William and Mary	6,607
Total Four-Year Institutions	**143,376**
Blue Ridge Community College	2,164
Central Virginia Community College	3,793
Dabney S. Lancaster Community College	1,068
Danville Community College	2,282
Eastern Shore Community College	307
Germanna Community College	1,887
J. Sargeant Reynolds Community College	10,761
John Tyler Community College	4,299
Lord Fairfax Community College	1,821
Mountain Empire Community College	2,316
New River Community College	2,776
Northern Virginia Community College	34,769
Patrick Henry Community College	1,272
Paul D. Camp Community College	1,112
Piedmont Virginia Community College	3,716
Rappahannock Community College	1,318
Southside Virginia Community College	1,655
Southwest Virginia Community College	3,173
Thomas Nelson Community College	6,901
Tidewater Community College	15,955
Virginia Highlands Community College	1,501
Virginia Western Community College	5,728
Wytheville Community College	1,762
Total Community College	**112,336**
Richard Bland College	1,006
Total Two-Year Institutions	**113,342**
Total All State-Supported Institutions	**256,728**

between 1980 and 1982 (48 percent of the total enrollment was part-time in 1980). Although it would be premature to conclude that the trend toward enrolling larger numbers of part-time students has peaked, the two percent decrease over the two-year period is significant for state and institutional forecasters and will be watched closely over the next two years.

Since 1970, the full-time/part-time mix has been particularly important to the senior, state-supported institutions which are located in the growing urban areas of the State. These institutions generally attract a larger percentage of older, part-time students who return to college to complete degrees, to take additional courses, or to upgrade their skills.

The age shift in all institutions has had a significant effect on the character of the institutions. In 1981, as will be noted in Table 9, almost 40 percent of Virginia's enrollment in state-supported institutions was comprised of students beyond the age of 24. In the community colleges, over half (53.31 percent) of all the students were age 25 and above.

As with the enrollment of part-time students, however, the state-supported institutions, taken as a group, have experienced a slight decline in the percentage of students above the age of 24. Between 1979 and 1981 (the latest data available) the percentage of such students decreased 2.48 percent,

Table 4

Independent College and University Enrollment

1960-1983

1960	16.810 (est.)
1970	28.030
1973	27.908
1978	31.618
1980	34.224
1982	36.400
1983	38.117

Table 5

Enrollment at Virginia's Independent Institutions, Fall Term 1982

(On and Off-Campus Students)

	Full-time	Part-time	Virginia Residents	Non-Virginia Residents	Men	Women	Total
Averett College	764	152	736	180	329	587	916
Bluefield College	352	50	319	83	188	214	402
Bridgewater College	863	35	704	194	453	445	898
CBN University	61	151	55	157	113	99	212
Christendom College	93	3	20	76	44	52	96
Eastern Mennonite College	939	87	347	679	418	608	1,026
Eastern Virginia Medical School	315	—	298	17	196	119	315
Emory and Henry College	724	45	637	132	421	348	769
Ferrum College	1,543	105	1,481	167	1,008	640	1,648
Hampden-Sydney College	776	—	479	297	775	1	776
Hampton Institute	3,298	526	1,682	2,142	1,473	2,351	3,824
Hollins College	847	115	338	624	19	943	962
Institute of Textile Technology	20	—	—	20	17	3	20
Liberty Baptist College	3,217	169	1,104	2,282	1,782	1,604	3,386
Lynchburg College	1,655	702	1,410	947	1,054	1,303	2,357
Mary Baldwin College	817	50	548	319	57	810	867
Marymount College	907	747	958	696	185	1,469	1,654
National Business College*	—	—	—	—	—	—	1,075
Northern Virginia Law School	—	42	17	25	37	5	42
Presbyterian School of Christian Education	81	16	23	74	19	78	97
Protestant Episcopal Theological Seminary	152	67	62	157	157	62	219
Randolph-Macon College	914	11	612	313	566	359	925
Randolph-Macon Woman's College	751	21	295	477	3	769	772
Roanoke College	1,141	244	836	549	655	730	1,385
St. Paul's College	671	16	538	149	333	354	687
Shenandoah College and Conservatory of Music	672	202	498	376	317	557	874
Southern Seminary Jr. College	284	2	134	152	—	286	286
Sweet Briar College	739	28	188	579	12	755	767
Union Theological Seminary	251	—	79	172	182	69	251
University of Richmond	3,136	1,275	2,641	1,770	2,252	2,159	4,411
Virginia Intermont College	545	65	259	351	153	457	610
Virginia Union University	1,214	83	760	537	626	671	1,297
Virginia Wesleyan College	785	63	710	138	368	480	848
Washington and Lee University	1,691	17	445	1,263	1,585	123	1,708
TOTAL — ALL INDEPENDENT INSTITUTIONS	**30,236**	**5,089**	**19,215**	**16,110**	**15,811**	**19,514**	**36,400**

*Institution did not provide the distribution of its enrollment.

Table 6

Fall 1983 Headcount Enrollment (On and Off-Campus)

Independent Institutions

Institution	Total
Averett College	964
Bluefield College	383
Bridgewater College	840
CBN University	348
Christendom College	110
Eastern Mennonite College	968
Eastern Virginia Medical School	354
Emory and Henry College	789
Ferrum College	1,577
Hampden-Sydney College	791
Hampton Institute	4,063
Hollins College	995
Institute of Textile Technology	20
Liberty Baptist College	4,207
Lynchburg College	2,207
Mary Baldwin College	868
Marymount College	1,864
National Business College	1,285
Northern Virginia Law School	40
Presbyterian School of Christian Education	114
Protestant Episcopal Theological Seminary	229
Randolph-Macon College	925
Randolph Macon Woman's College	779
Roanoke College	1,408
Saint Paul's College	701
Shenandoah College and Conservatory of Music	927
Southern Seminary Junior College	245
Sweet Briar College	783
Union Theological Seminary	256
University of Richmond	4,499
Virginia Intermont College	561
Virginia Union University	1,333
Virginia Wesleyan College	926
Washington and Lee University	1,712
Total Independent Institutions	**38,071**

Table 7

Actual 1982 Fall Headcount and 1982-83 Regular Session FTE Enrollment; Actual, Estimated and Projected Fall Headcount Enrollment and Regular Session FTE 1983-84 – 1994-95

(On-Campus students only)

	1982 Actual Fall Headcount	1982-83 Actual FTE	1983 (Est.) Fall Headcount	1983-84 (Est.) FTE	1987 Projected Fall Headcount	1987-88 Projected FTE	1994 Projected Fall Headcount	1994-95 Projected FTE
Christopher Newport College	4,108	2,533	4,303	2,576	4,739	2,843	4,929	2,957
Clinch Valley College	968	774	1,037	778	970	778	970	778
George Mason University	14,511	9,119	14,302	9,528	18,010	11,139	22,103	13,196
James Madison University	9,048	8,609	9,242	8,775	9,470	9,061	9,850	9,334
Longwood College	2,589	2,585	2,585	2,670	2,665	2,707	2,846	2,760
Mary Washington College	2,925	2,540	2,987	2,631	3,225	2,701	3,323	2,725
Norfolk State University	7,220	6,417	7,103	6,737	7,915	7,091	8,194	7,342
Old Dominion University	14,712	11,034	14,966	11,473	15,661	11,589	15,661	11,589
Radford University	5,697	5,292	6,079	5,643	5,955	5,490	5,958	5,493
University of Virginia	17,118	16,429	17,042	16,247	16,960	16,247	16,960	16,247
Virginia Commonwealth University	19,419	14,214	19,328	14,500	19,775	14,684	19,917	14,757
Virginia Military Institute	1,321	1,521	1,309	1,510	1,335	1,510	1,335	1,512
Virginia Polytechnic Institute and State University	21,510	20,875	21,356	21,088	22,191	21,320	22,191	21,320
Virginia State University	4,003	3,430	3,956	3,460	4,412	3,841	5,052	4,321
The College of William and Mary	6,521	6,119	6,607	6,281	7,131	6,628	7,322	6,780
TOTAL – Four-Year Institutions	**131,670**	**111,491**	**132,202**	**113,897**	**140,414**	**117,629**	**146,611**	**121,111**
Blue Ridge Community College	1,911	1,014	2,013	984	2,139	1,088	2,320	1,180
Central Virginia Community College	3,367	1,719	3,470	1,618	3,677	1,766	3,803	1,825
Dabney S. Lancaster Community College	849	571	948	574	964	630	1,040	681
Danville Community College	2,218	1,593	2,190	1,447	2,455	1,705	2,660	1,775
Eastern Shore Community College	345	170	307	142	465	217	485	228
Germanna Community College	1,641	756	1,887	754	2,257	918	3,031	1,205
J. Sargeant Reynolds Community College	10,162	4,497	10,761	4,541	11,648	5,125	12,045	5,300
John Tyler Community College	3,651	1,774	3,922	1,771	4,547	2,051	5,223	2,356
Lord Fairfax Community College	1,646	809	1,649	725	2,467	924	2,742	1,027
Mountain Empire Community College	1,482	824	1,692	854	2,169	940	2,285	990
New River Community College	2,821	1,404	2,587	1,318	2,940	1,615	3,275	1,799
Northern Virginia Community College	33,519	15,644	34,098	15,024	39,565	18,149	42,841	19,652
Patrick Henry Community College	1,290	620	1,204	579	1,522	736	1,738	840
Paul D. Camp Community College	624	343	626	391	664	401	671	410
Piedmont Virginia Community College	2,721	1,321	2,918	1,318	3,171	1,439	3,520	1,595
Rappahannock Community College	1,102	574	975	557	1,260	635	1,260	635
Southside Virginia Community College	979	694	1,149	746	1,449	900	1,497	930
Southwest Virginia Community College	2,294	1,489	2,495	1,569	3,322	1,661	3,946	1,973
Thomas Nelson Community College	5,587	3,039	6,245	2,979	6,084	3,203	6,555	3,448
Tidewater Community College	14,625	7,584	15,553	7,707	17,360	8,441	18,677	9,082
Virginia Highlands Community College	1,372	982	1,445	964	1,610	1,146	1,812	1,290
Virginia Western Community College	5,335	2,818	5,714	2,664	6,400	3,650	6,800	3,950
Wytheville Community College	1,552	1,016	1,762	938	1,787	1,121	2,030	1,274
TOTAL – Community Colleges	**101,093**	**51,255**	**105,610**	**50,164**	**119,922**	**58,461**	**130,256**	**63,445**
Richard Bland College	947	627	840	595	975	640	1,000	655
TOTAL – Two-Year Institutions	**102,040**	**51,882**	**106,450**	**50,759**	**120,897**	**59,101**	**131,256**	**64,100**
TOTAL – ALL STATE-SUPPORTED INSTITUTIONS	**233,710**	**163,373**	**238,652**	**164,656**	**261,311**	**176,730**	**277,867**	**185,211**

Table 8

Full-Time and Part-Time Fall Session Headcount
Fall 1970 and Fall 1982
(State-Supported Institutions)

	Two-Year Institutions			Senior Institutions			All Institutions		
Fall	**Full-time**	**Part-time**	**Total**	**Full-time**	**Part-time**	**Total**	**Full-time**	**Part-time**	**Total**
1970-71									
Number	16.076	12.223	**28,299**	62.924	16.161	**79,085**	79.000	28.384	**107,384**
Percent	57%	43%	**100%**	80%	20%	**100%**	74%	26%	**100%**
1982-83									
Number	34.525	73.593	**108,118**	101.559	42.678	**144,237**	136.084	116.271	**252,355**
Percent	32%	68%	**100%**	70%	30%	**100%**	54%	46%	**100%**
Percent Increase Since 1970	115%	502%	**282%**	61%	164%	**82%**	72%	310%	**135%**

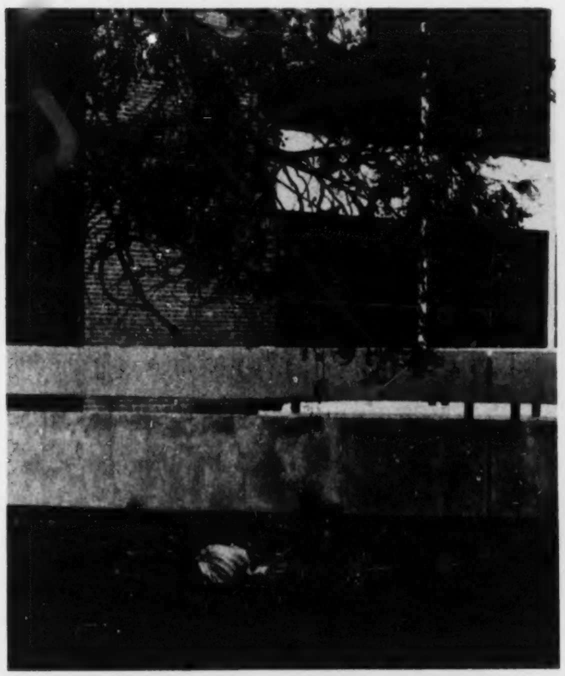
Table 9

Ages of Students at Virginia's State-Supported Institutions – Fall 1981

Type of Institution	**Under 18**	**18-21**	**22-24**	**25-34**	**35-44**	**45-59**	**60 and over**	**Unknown**	**Total**
Four-Year Institutions									
Number	829	69.250	24.208	25.709	6.827	2.434	457	762	**130,476**
Percent	.64%	53.07%	18.55%	19.70%	5.23%	1.87%	.35%	.58%	**100%**
Two-Year Institutions									
Number	1.488	34.470	14.650	34.415	15.310	7.288	767	0	**108,388**
Percent	1.37%	31.80%	13.52%	31.75%	14.13%	6.72%	.71%	0%	**100%**
Total (Four-Year and Two-Year)									
Number	2.317	103.720	38.858	60.124	22.137	9.722	1.224	762	**238,864**
Percent	.97%	43.42%	16.27%	25.17%	9.27%	4.07%	.51%	.32%	**100%**

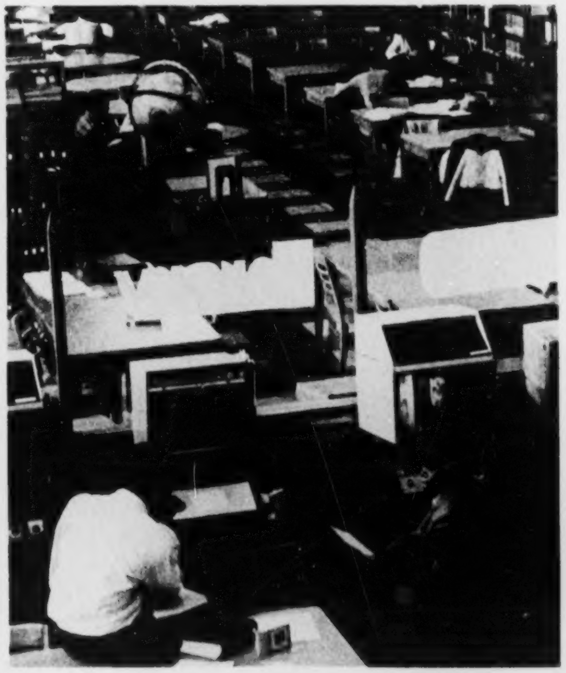
from 41.5 percent to 39.02 percent. Again, it is too early to determine if this is the beginning of a new trend or only a temporary aberration.

Although Virginia has attempted to provide access to higher education for all its citizens, during the last thirteen-year period the Commonwealth has placed particular emphasis on enrolling additional numbers of minority students. As will be observed in Table 10, minority enrollment in the state-supported institutions rose over 89 percent between 1973 and 1982. At the same time the minority percentage of the total student enrollment increased from 13.9 percent in 1973 to 18.2 percent in 1980. The latter percentage is roughly equivalent to the minority percentage of the population in Virginia.



Appropriations

Table 11 shows the appropriations made to the state-supported institutions for operating expenses from the 1972-74 biennium through the 1982-84 biennium. During this period, the percentage increase in funding provided to higher education exceeded the percentage increase in the total budget. However, higher education experienced its largest percentage of growth before 1974, a time when the Virginia Community College System was completing its development. During the last four biennia, the biennial percentage increases for higher education have averaged about 30 percent. In the current biennium, the increase was 23.7 percent. However, higher education maintained the same share (15.5 percent) of the total state general fund appropriation that it received in the previous biennium.



Although appropriations to Virginia's higher education institutions currently account for 15.2 percent of Virginia's total budget (up from 13.9 percent in 1980-82), the percentage of higher education's appropriation which is composed of tax dollars has declined over the last ten years. Conversely, that portion of the budget which is composed of special funds (revenues such as tuition and fees) has increased. In the current biennium, for the first time, more than one-half of the total appropriation for higher education is from non-general fund sources.

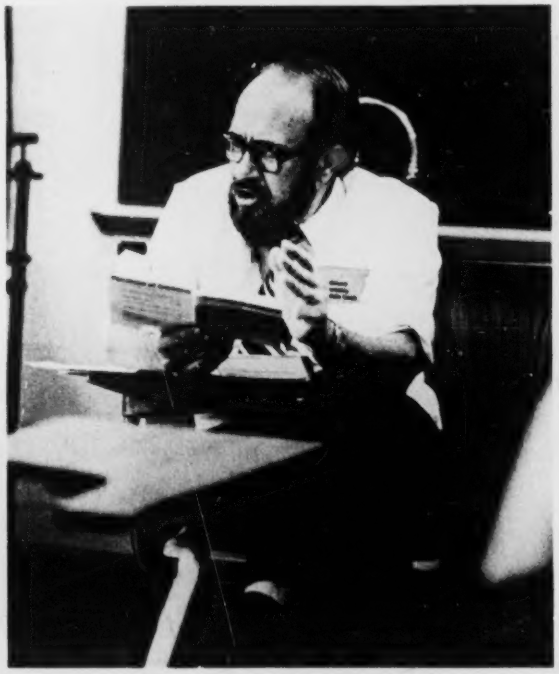


Table 10

Estimated Minority Headcount Enrollments
(State-Supported Institutions)

Type of Institution	1973 Minority	1973 White	1973 Total	1982 Minority*	1982 White	1982 Total
Four-Year Institutions	14,007	82,046	**96,053**	20,807	87,396	**108,203**
Percent	14.6%	85.4%	**100%**	19.2%	80.8%	**100%**
Two-Year Institutions	6,726	46,589	**53,315**	18,447	88,567	**107,014**
Percent	12.6%	87.4%	**100%**	17.2%	82.8%	**100%**
Total	**20,733**	**128,635**	**149,368**	**39,254**	**175,963**	**215,217**
Percent	**13.9%**	**86.1%**	**100%**	**18.2%**	**81.8%**	**100%**

*Includes Non-Resident Aliens

Table 11

Biennial Appropriations for Operating Expenses: Virginia State-Supported Institutions

	1972-74	1974-76	1976-78	1978-80	1980-82	1982-84*	10 Year % Increase
Total Appropriations							
Total State Appropriations	4,867,274,120	6,077,388,155	7,353,625,640	9,196,899,108	11,735,178,265	13,343,277,485	174
% Increase Over Previous Biennium	30.5	24.9	21.0	25.1	27.6	13.7	
Higher Education Institutions**	567,288,150	734,909,550	970,266,775	1,238,530,480	1,636,203,370	2,023,529,710	257
% Increase Over Previous Biennium	43.3	29.5	32.0	27.6	32.1	23.7	
Higher Education as % of Total	11.7	12.1	13.2	13.5	13.9	15.2	
General Fund Appropriations							
Total State General Fund Appropriations	2,273,038,175	2,916,176,450	3,645,550,795	4,484,230,063	5,533,340,990	6,375,457,290	180
% Increase Over Previous Biennium	29.7	28.3	25.0	23.0	23.4	15.2	
% of Total Appropriation	46.7	48.0	49.6	48.8	47.2	47.8	
Higher Education Institutions**	311,615,980	419,224,775	523,846,120	692,251,125	855,233,300	985,494,720	216
% Increase Over Previous Biennium	38.6	34.5	25.0	32.1	23.5	15.2	
% of Higher Education Appropriation	54.9	57.0	54.0	55.9	52.3	48.7	
Higher Education as % of Total General Fund	13.7	14.4	14.4	15.4	15.5	15.5	
Nongeneral Fund Appropriations							
Total State Nongeneral Fund Appropriations	2,594,235,945	3,161,211,705	3,708,074,845	4,712,669,045	6,201,837,275	6,967,820,195	169
% Increase Over Previous Biennium	31.2	21.9	17.3	27.1	31.6	12.4	
% of Total Appropriation	53.3	52.0	50.4	51.2	52.8	52.2	
Higher Education Institutions**	255,672,170	315,684,775	446,420,655	546,299,355	780,970,070	1,038,034,990	306
% Increase Over Previous Biennium	49.5	23.5	41.4	22.4	43.0	32.9	
% of Higher Education Appropriation	45.1	43.0	46.0	44.1	47.7	51.3	
Higher Education as % of Total Special Fund	9.9	10.0	12.0	11.6	12.6	14.9	

*Adjustments made to salaries, merit, and the retirement plan in the 1983 session are not reflected in the Higher Education institutional appropriations. The total state adjustment is made through central appropriations; however, institution specific amounts are not available.

**Excludes the medical school hospitals at the University of Virginia and Virginia Commonwealth University; the Extension Division and the Research Division at Virginia Polytechnic Institute and State University; the School of Continuing Education and Public Service Bureaus at the University of Virginia; the Virginia Associated Research Campus; and the State Council of Higher Education and all supplemental programs. The Virginia Community College System-System Office is included.

Educational Facilities

The amount of space at the state-supported institutions which is used for instructional, research, and public service activities nearly doubled between 1966 and 1976. Since that time the Commonwealth has provided additional space through the passage of a bond referendum in 1978 and biennial appropriations for capital outlay thereafter.

Table 12 projects the net additional educational and general space needs, by types of space, for all state-supported institutions through 1994. Additional space will be needed primarily for instructional support (administrative and research), library, and class laboratories. The doctoral institutions will require most of the total additional space provided for these activities.

Systemwide, the institutions' additional space needs are projected at 3.5 million square feet by 1994. Although certain institutions (particularly some of the four-year) will have space excesses, the system as a whole projects a net additional need in all types of educational and general space.

Table 12

Net Additional Educational and General Space Needs by 1994

(State-Supported Institutions)
(Nearest 1,000 Assignable Square Feet)

	Instructional						
Type of Institution	**Classroom**	**Laboratories**	**Faculty Office**	**Library**	**Phys. Ed.**	**Instructional Support**	**Total Educational & General**
All Institutions	78	735	252	1,167	416	867	3,515
Doctoral	123	531	29	630	236	792	2,341
Four-Year	(28)	(18)	(30)	220	(74)	(44)	26
Two-Year	(17)	222	253	317	254	119	1,148

Parentheses denote excess space (for instance, all four-year state-supported institutions have a net excess of 28,000 square feet of classroom space).

Curricula

The number of degrees awarded at Virginia's state-supported institutions has increased 79 percent since 1972 (Table 13). Much of the increase can be attributed to the growth of the Virginia Community College System. Although many students who attend community colleges do not enroll with the intention of completing a full program of study and others transfer to a senior institution before receiving a degree, the number of degrees awarded by these institutions increased 253 percent over the ten-year period. During this time, the senior, state-supported institutions increased the number of degrees they conferred from 16,000 to 24,464 (53 percent).

Table 13

NUMBER OF DEGREES CONFERRED BY VIRGINIA'S STATE-SUPPORTED INSTITUTIONS

Type of Institution	1971-72 Degrees	1981-82 Degrees	Percentage Increase over 1971-72
Four-Year	16,000	24,464	53%
Two-Year	2,428	8,577	253%
Total	18,428	33,041	79%

Table 14

TOTAL DEGREES CONFERRED IN SELECTED* DISCIPLINES, 1981-82

(Senior State-Supported Institutions)

Disciplines	Degrees
Business & Management	4,934
Education	3,613
Social Sciences	2,476
Health Professions	1,705
Letters (English, speech, philosophy, etc.)	1,025
Psychology	1,018

*Disciplines in which more than 800 degrees were awarded at all levels (bachelor's, master's, and doctoral) in a single year.

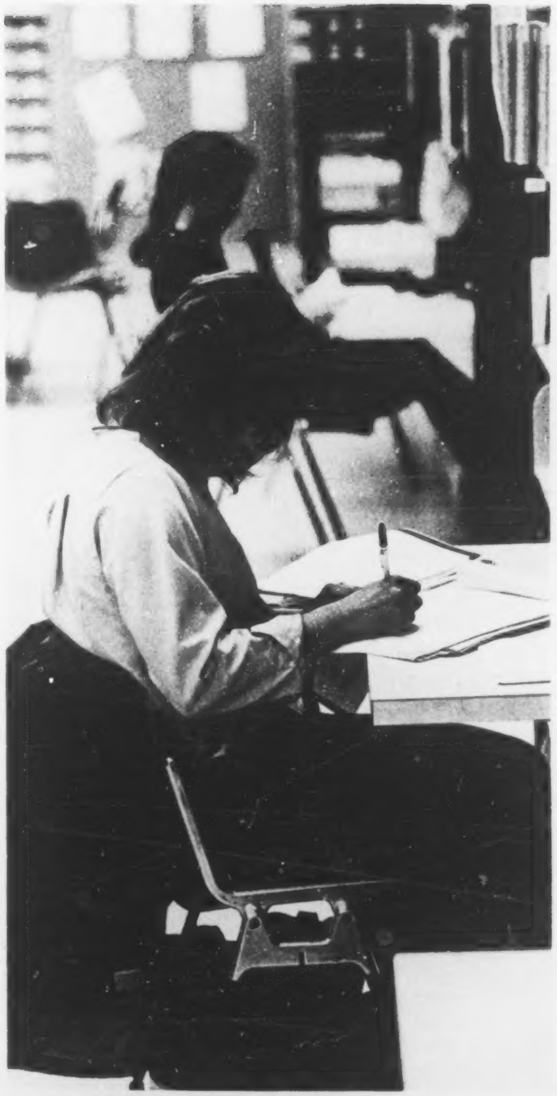


Table 15

TOTAL DEGREES* CONFERRED IN HIGH TECHNOLOGY DISCIPLINES, 1981-82

(Senior, State-Supported Institutions)

Disciplines	Degrees
Biological Sciences	1,010
Computer Science	355
Engineering	1,921
Mathematics	318
Physical Sciences	670

*Degrees awarded at all levels (bachelor's, master's and doctoral) in a single year.

Table 14 is especially important because it shows, according to the number of degrees conferred in various disciplines, the academic emphases of the state-supported institutions in 1981-82 as well as student interests in that year. Of the 24,464 degrees awarded by the senior institutions in 1981-82, 20.2 percent were in Business and Management. This continues the trend begun in 1980-81 for the Commonwealth's institutions to confer the largest number of degrees in a discipline other than Education.

Of particular interest are the degrees-conferred trends among the so-called "high-tech" disciplines. Table 15 shows the numbers in five areas. Although the largest numbers by far are in Engineering and the Biological Sciences, it is interesting that the number in each instance is slightly less than in the previous year, when 1,958 degrees were conferred in Engineering and 1,078 degrees were awarded in Biological Sciences. As is evident from the table, Virginia - as most other states - continues to produce a relatively small number of graduates with degrees in Mathematics or Computer Science.

In 1981-82, Virginia's private institutions conferred 6,676 degrees at all levels. The only doctoral degrees awarded by these institutions were in theology and medicine. Table 16 reflects the academic emphases of the private institutions. Of the total degrees awarded, 20 percent were in

Business and Management (up from 14.9 percent only a year earlier). A similarity exists, therefore, between the public and private institutions in their emphasis on Business and Management.

Table 16

TOTAL DEGREES CONFERRED IN SELECTED* DISCIPLINES, 1981-82

(Independent Institutions)

Disciplines	Degrees
Business & Management	1,332
Social Sciences	915
Education	773
Other (two-year transfer programs)	480
Letters (English, speech, philosophy, etc.)	278
Psychology	312
Biological Sciences	341
Law	251
Fine and Applied Arts	228
Theology	513

*Disciplines in which more than 200 degrees were awarded at all levels (bachelor's, master's, and doctoral) in a single year.

Faculty

It is apparent from Table 17 that several of the state-supported institutions have acted over the last seven years to control or actually reduce the number of faculty holding tenure. In other institutions, however, the number of faculty awarded tenure has increased appreciably. In 1975-76, for the state-supported institutions as a group, 42.2 percent of all faculty had tenure; in 1982-83, despite an increase of more than 1,600 faculty, the institutions had a 48.1 percent overall tenure percentage. This statistic has been held relatively low, however, because of action taken several years ago by the State Board for Community Colleges to eliminate the possibility of new faculty receiving tenure.

The variation in the percentage of tenured faculty is even more striking among the private institutions (Table 18). For those institutions reporting, some had no tenured faculty while others were highly tenured.

Table 17

Faculty Tenure at Virginia's State-Supported Institutions

(1975-76 and 1982-83)

	1975-76			1982-83		
State-Supported Institutions	**Number of Faculty**	**Number Tenured**	**Percentage**	**Number of Faculty**	**Number Tenured**	**Percentage**
Christopher Newport College	92	43	46.7	107	80	74.8
Clinch Valley College	50	16	32.0	40	29	72.5
George Mason University	276	97	35.1	450	220	48.9
James Madison University	335	161	48.1	434	253	58.3
Longwood College	148	92	62.2	140	97	69.3
Mary Washington College	126	75	59.5	138	87	63.0
Norfolk State University	358*	171*	47.8*	326	212	65.0
Old Dominion University	514	247	48.1	575	293	51.0
Radford University	238	148	62.2	291	152	52.2
University of Virginia	754	449	59.5	949	565	59.5
Virginia Commonwealth University	824	313	38.0	796	453	56.9
Virginia Military Institute	94	69	73.4	92	66	71.3
Virginia Polytechnic Institute and State University	916	420	45.9	1,417	822	58.0
Virginia State University	226	97	42.9	222	107	48.2
College of William and Mary	325	200	61.5	352	262	74.4
Total – Four-Year Institutions	**5,276**	**2,598**	**49.2**	**6,329**	**3,698**	**58.4**
Virginia Community College System	**1,734**	**360**	**20.8**	**1,951**	**277**	**14.2**
Richard Bland College	33	17	51.5	30	22	73.3
Total – All Two-Year Institutions	**1,767**	**377**	**21.3**	**1,981**	**299**	**15.1**
Total – All State-Supported Institutions	**7,043**	**2,975**	**42.2**	**8,310**	**3,997**	**48.1**

Source: Hegis Form 2300-3 1975-76, 1982-83. *1976-77 data used.

Although faculty salaries are related to tenure at an institution, they are more directly affected by the number of faculty at the upper ranks of professor and associate professor. Virginia's state-supported colleges and universities reflect the national situation, with faculty generally remaining employed at the same institutions for longer periods of time. As a result, the percentage of faculty at the upper-level ranks is increasing. Table 19 reveals that in 1975-76, 17.7 percent of the faculty in the state-supported institutions held the rank of professor; in 1982-83, 24.3 percent of the total faculty were at this rank. The same pattern exists for the rank of associate professor. In 1975-76, 24.7 percent of the faculty were at this level, while by 1982-83 the percentage had increased to 31.4.

The Regional and National Perspective

This chapter has presented a great deal of data about the Virginia system of higher education. Because the colleges and universities within this system compete in many ways with those of other state systems, it is instructive to know how Virginia compares both within its region and nationally. The following information provides some assessment of the system according to indices which are often cited by other southern states as well as by national organizations:

—In 1982, Virginia ranked 13th in population among the 50 states. In the fall of 1982, Virginia's public higher education system ranked 11th in size among the 50 states and fourth among the states

Table 18

Faculty Tenure at Virginia's Independent Institutions
(1982-83)

Independent Institutions	Number of Faculty	Number Tenured	Percentage
Averett College	51	25	49.0
Bluefield College	22	0	0
Bridgewater College	52	44	84.6
CBN University	19	0	0
Christendom College	8	0	0
Eastern Mennonite College	71	13	18.3
Eastern Virginia Medical School	**	**	**
Emory and Henry College	50	38	76.0
Ferrum College	69	40	58.0
Hampden-Sydney College	58	34	58.6
Hampton Institute	214	56	26.2
Hollins College	67	47	70.1
Institute of Textile Technology	23	0	0
Liberty Baptist College	152	0	0
Lynchburg College	111	86	77.5
Mary Baldwin College	57	27	47.4
Marymount College	53	21	39.6
National Business College	**	**	**
Northern Virginia Law School	**	**	**
Presbyterian School of Christian Education	10	3	30.0
Protestant Episcopal Theological Seminary	16	12	75.0
Randolph-Macon College	67	35	52.2
Randolph-Macon Woman's College	64	44	68.8
Roanoke College	72	43	59.7
St. Paul's College	35	21	60.0
Shenandoah College and Conservatory of Music	77	14	18.2
Southern Seminary Jr. College	19	0	0
Sweet Briar College	69	44	63.8
Union Theological Seminary	**	**	**
University of Richmond	204	137	67.2
Virginia Intermont College	42	17	40.5
Virginia Union University	**	**	**
Virginia Wesleyan College	45	21	46.7
Washington and Lee University	132	109	82.6
	1,929*	**931***	**48.3***

*Based on institutions reporting.
**Did not submit data.

Table 19

Distribution of Faculty by Rank at Virginia's State-Supported Institutions
(1975-76 and 1982-83)

	1975-76						1982-83					
State-Supported Institutions	**Number of Faculty**	**Percent Professor**	**Percent Associate Professor**	**Percent Assistant Professor**	**Percent Instructor**	**Percent Other**	**Number of Faculty**	**Percent Professor**	**Percent Associate Professor**	**Percent Assistant Professor**	**Percent Instructor**	**Percent Other**
George Mason University[1]	276	10.9	27.2	55.8	6.2	—	450	19.1	39.3	38.9	2.7	—
Old Dominion University	514	15.0	26.3	42.2	12.6	3.9	575	22.3	35.0	29.1	10.6	3.0
University of Virginia	754	35.7	28.4	33.4	0.8	1.7	949	36.5	29.4	28.3	2.7	3.1
Virginia Commonwealth University	824	12.7	25.5	45.9	15.9	—	796	19.7	34.0	39.6	6.7	—
Virginia Polytechnic Institute and State University	916	24.3	25.1	37.3	12.3	0.9	417	27.9	30.5	31.6	9.6	.4
The College of William and Mary	325	29.8	37.5	30.2	2.5	—	352	46.0	35.2	15.1	3.7	—
Total – Doctoral	**3,609**	**22.2**	**27.3**	**39.9**	**9.4**	**1.1**	**4,539**	**28.1**	**32.7**	**31.4**	**6.6**	**1.2**
Christopher Newport College	92	9.8	28.3	55.4	6.5	—	107	27.1	42.1	24.3	6.5	—
Clinch Valley College	50	22.0	22.0	56.0	—	—	40	32.5	27.5	37.5	2.5	—
James Madison University	335	19.4	25.7	43.0	11.3	0.6	434	24.0	33.6	29.3	13.1	—
Longwood College	148	16.9	32.4	40.5	10.1	—	140	17.8	39.3	32.9	9.3	.7
Mary Washington College	126	31.0	28.6	34.1	5.6	0.8	138	34.1	30.4	29.0	5.1	1.4
Norfolk State University[2]	358	20.9	20.7	33.2	23.7	1.4	326	31.0	23.6	30.7	14.7	—
Radford University	238	22.7	21.8	44.5	10.9	—	291	23.0	25.4	43.0	8.6	—
Virginia Military Institute	94	43.6	18.1	33.0	3.2	2.1	92	48.9	17.4	27.2	4.3	2.2
Virginia State University	226	17.3	24.3	46.9	11.5	—	222	22.1	20.3	38.7	18.9	—
Total – Comprehensive	**1,667**	**21.5**	**24.3**	**41.3**	**12.4**	**0.6**	**1,790**	**26.8**	**28.5**	**33.0**	**11.4**	**.3**
Total – Four-Year Institutions	**5,276**	**22.0**	**26.4**	**40.4**	**10.3**	**1.0**	**6,329**	**27.7**	**31.5**	**31.9**	**8.0**	**.9**
Virginia Community College System	**1,734**	**4.8**	**19.8**	**42.6**	**32.8**	**—**	**1,951**	**13.1**	**30.5**	**38.5**	**17.3**	**.6**
Richard Bland College	33	6.1	24.2	39.4	30.3	—	30	16.7	50.0	30.0	3.3	—
Total – Two-Year Institutions	**1,767**	**4.8**	**19.9**	**42.6**	**32.8**	**—**	**1,981**	**13.1**	**30.9**	**38.4**	**17.1**	**.5**
Total – All State-Supported Institutions	**7,043**	**17.7**	**24.7**	**40.9**	**16.0**	**0.7**	**8,310**	**24.3**	**31.4**	**33.4**	**10.1**	**.8**

Source: HEGIS Form 2300-3

[1] George Mason University moved from comprehensive to doctoral level in 1980-81.

[2] 1976-77 data used for NSU.

in the south. In the south, only the state systems in Texas, Florida, and North Carolina were larger. Nationally, only California, Texas, New York, Illinois, Michigan, Ohio, Florida, Pennsylvania, North Carolina, and Wisconsin enrolled more students in their public institutions than Virginia.

Virginia's private college enrollments collectively ranked 19th in the nation in Fall, 1982. As a public and private system, Virginia ranked 13th in size nationally.

—In 1982-83, Virginia enrolled 3.14 percent of the state's population in its state-supported colleges and universities. This percentage ranked the Commonwealth 18th in the nation (well above the national average of 2.90 percent) and first among the southern states.

Virginia ranked 26th in the nation in the percentage of its population enrolled in all (public and private) institutions of higher education. Within the southern states, Virginia was second, behind only North Carolina (22nd nationally) in this comparison.

—In 1982-83, about 87 percent of all the students enrolled in higher education in Virginia were in the state-supported institutions. Nationally, approximately 75 percent of the students in a state attended that state's public institutions.

—In 1983-84, Virginia is 10th among all 50 states in total state appropriations for higher education. Virginia's funding over the last ten years (1973-74 to 1983-84) has increased 199 percent (33 percent when adjusted for inflation), giving it a national ranking of 12th among the states.

Virginia stands 29th nationally in higher education appropriations per $1,000 of personal income, 25th in appropriations per capita, and 25th in percent increase in appropriations over the last two years (1981-82 to 1983-84).

—Based on 1982-83 data, Virginia ranked 34th nationally and 12th among the 14 southern states in appropriations per full-time equivalent student (FTES) for its senior, state-supported institutions. Virginia's average appropriation was $2,761 per FTES, while the average for all southern states was $3,264. In appropriations per FTES for its two-year institutions, Virginia ranked 9th in the South, with an average of $1,793 compared to the regional average of $1,850.

—In 1981-82, Virginia ranked 32nd among the states in the average salary paid full-time faculty at the state-supported institutions. Among the southern states, Virginia ranked fourth overall: fourth for the doctoral institutions, sixth for the comprehensive institutions, fifth for the baccalaureate institutions, and sixth for the two-year institutions.

—Within the southern states, Virginia's average in-state undergraduate tuition and required fees tend to be high: first or second highest for all categories of senior institutions, and third for two-year institutions in 1982-83.

Out-of-state undergraduate tuition and fees are in the middle of most categories of senior institutions and lower than half of the southern states in four of the ten categories. Virginia ranks first in the south in out-of-state tuition charged at the two-year institutions.

—By almost all indicators, Virginia has at least three strong research institutions and several others which are beginning to assert themselves in that area. In the 1981 federal fiscal year, 15 federal agencies provided over $5 billion in research, development, and other activities relating to science and engineering to 100 colleges and universities throughout the United States. In total federal obligations, the University of Virginia ranked 59th, Virginia Tech ranked 72nd, and Virginia Commonwealth University ranked 78th. By category of activity, Virginia institutions ranked as follows:

Research and Development - UVA (52); VCU (74); VPI&SU (75)

Academic Science/Engineering - UVA (53); VPI &SU (63); VCU (79)

Fellowship, Traineeships, and Training Grants - UVA (24); VCU (44)

General Support for Science/Engineering - UVA (22); Virginia State University (71); VPI&SU (73); VCU (89).

These national indices, which are derived from various sources, support the Council of Higher Education's judgment that Virginia's system of higher education is basically sound and vigorous. Clearly, however, much remains to be accomplished. More importantly, Virginia must ensure that gains made in the past are not eroded, and that the Commonwealth continues its progress toward providing all Virginians with higher education opportunities which are among the best available anywhere in the nation.

The Issues

Undergraduate Education for the Mid-Eighties

"... *to be educated means to have knowledge of the world around us, to know history, literature, philosophy, and science.*

... *it means to possess skills such as the ability to read, to write clearly, and to calculate. These make a person a useful member of society.*

... *most importantly, it means to be able to think critically and logically.*

... *to accomplish this, the overwhelming concern of the schools must be with intelligence.*"

Admiral Rickover

For thirty years the education of college students has taken a back seat to research, graduate study and the expansion of institutional plans and programs. Today, quality in undergraduate education must be once again the focal point. Parents, students, legislators, and employers have all shown their concern. Companies with familiar names have undertaken to try to do it themselves. Xerox, Lockheed, Holiday Inn, TWA, Bank of America, IBM, and General Electric have obtained American Council on Education credit recommendations for their courses. But undergraduate education must now command the full attention of educators in Virginia and across the nation because the leadership for a mature technical society must be prepared now.

Maturity in a technical society requires the acceptance of change as a way of life. The special and sophisticated information students accumulate in an engineering or medical or management curriculum may be useful for only five to seven years. By then, the former student has either fallen off into some routine responsibility, or he or she has become the kind of self-generating and self-educating leader who can command the next step toward the future.

Educators must assume that their students are being prepared to create and manage a world that is difficult even to imagine. If this task is taken seriously, higher education is faced with a fundamental dilemma. The student and society are interested in qualities, skills and performance. But the colleges have persisted in thinking about bodies of subject matter. The discussion has been limited to what is put into the system. The world at large is interested in what comes out. If higher education has lost some measure of public confidence, this may be the principal reason.

Although it is difficult to achieve total consensus about what is needed, there is, in fact, substantial agreement about the matter. It is quite like teaching: it cannot be defined precisely, but every one **knows** when it is good and when it is bad.

First, it is known that students must have considerable personal skills, and they must have the will to lead and be responsible for their leadership. If they are to live in a world of changing knowledge, and if they are to be prepared to change their personal careers a number of times in a lifetime, they must be prepared to have a measure of genius and be able to guide it. In a society which may have fewer jobs requiring a high level of skill and more routine ones requiring few or no skills, the loser will function like an overtrained robot.

Second, despite disputes about details, it is known what those necessary skills and values are. When questions are asked about what employers demand, what students themselves really wish to achieve, or what the dimly imagined future may require, the answers always seem to be the same. Persons are needed who can learn quickly, who can communicate clearly, who can think maturely, who can address and resolve problems and who have the will to do so. Such persons have the breadth of information to see beyond their own backyards, have some measure of critical skill, of creativity and of leadership. Finally, such persons are interesting to others and to themselves.

Such persons will be useful. And such persons will stay alive in the dynamic change which will characterize the future.

These are qualities the world has always expected from university graduates, although educators have not always understood that. The ability of higher education to continue to serve students and society well, and to stay alive in the eighties and nineties, depends on the will of faculty and administrators to deal with this expectation. The engineers or accountants of today may well become the managers and leaders of tomorrow. They had better understand and be prepared for the life-long learning their careers will require. And higher education had better help them become that kind of person or someone else will, for it has long been known that industry can shape its own technical force within its own matrix.

The challenge facing higher education is a demanding but reasonable one. It is to ask what is being done and why - to square what is done with what should be accomplished. Higher education must be willing to define its expectations and to judge results. Nothing here endangers the central and important principles of scholarship or academic freedom. A great deal here has to do with accountability - to students, society and higher education itself.

The time has come to evaluate what is being taught and how it is being taught. To prepare for the challenges of the "information era," institutions need to devote considerable time and effort to careful examination of the very fabric of the college experience -the curriculum. The demand for professional preparation must be recognized and satisfied. But accomplishing this does not require sacrificing the benefits of liberal education. The proper balance, and the precise content, must be examined critically. General education programs need to be structured upon academic integrity.

This means:

1. College graduates must learn how to acquire knowledge, how to use it, and how to appreciate it. They must be **willing** to learn, to continue to learn, to cherish learning. And they may, in time, have to learn new ways of learning. They must be able to read well. They must be able to listen well. They must be able to use quantitative languages, and to use visual media and computers.
2. They must be able to communicate clearly and effectively - in writing, in speech and in visual media. Above all, they must understand that communication happens only with specific people. One must understand these people, and one may need to know **their** language.
3. Educated persons must be able to think in several different ways. They must be analytical and understand quantitative approaches. They need to know how to apply logic and creativity to the results of their observations. They must have high levels of critical ability, an instinctive ability to doubt, and the capacity to check and measure with both new and old frames of reference.
4. They must have something with which to think. Information **is** important, in the short run for its own sake, in the long run for the context and perspective it provides. A major purpose of collegiate experience is to extend one's memory beyond one's own experience, beyond one's own social group and culture.

While the objectives of general education may have changed little over time, the need for general education is unquestionably greater now than it has ever been. The complexity of the world in which we live, with its massive increase in the quantity and accessibility of information, demands a liberally educated individual. As a result of new technologies, skills that cannot be conceived today will be required of people in the future. General education will equip the individual with a maturity and self-confidence that will allow him or her to adjust to new tasks. General education can and will prepare people to make decisions from a societal, rather than a parochial, perspective.

Career objectives or personal tastes may well be left to govern the information a student will acquire. But there are certain kinds of experiences everyone should have, in addition to the information required to develop mature intellectual skills.

1. Every student should have some important experience with the past in order to gain some sense of perspective in time, of his or her place in the continuum.
2. Every student should have some mature experience in a culture other than his or her own - to shake him or her up and help gain some sense of his or her place in space, and of the relativity of culture.
3. Every student should have some experience with understanding how human beings work, and how he or she can learn to work alone and with others.
4. Every student should have a significant introduction to the structure of society and the processes of social analysis.
5. Every student should have some experience that opens his or her mind and spirit to the aesthetic possibilities of life.
6. Every student must have some significant experience in at least one field with the method of scientific investigation and analysis.
7. Every student should have at least one confrontation with a creative mind, at least one intellectually shocking experience.

And throughout these experiences - all of them - every student should be required to participate, to read, to write, to compute, to think, to debate and argue, to flounder with problems beyond his or her reach, to exercise leadership - to become his or her own person.

Values are at the heart of these experiences. Every college must help its students understand the value of the mind, the importance and excitement of using it. And in the process, the college will help students develop their own values about the other central matters of life.

No one needs to prescribe a curriculum for all colleges.

No one can.

No one should.

Arthur Levine has observed that colleges and universities have tended to organize the content of general education in essentially two distinct fashions. The first method is designed around the traditional disciplines and is typically narrowly focused. The second approach is based upon the base of interdisciplinary courses or themes. While the second approach seems to possess the greatest potential for achieving the objectives of general education, the first has been by far the most popular as it follows the form of the organization of the college or university. Unfortunately, general education requirements can too often be accurately characterized as an assemblage of course work from the humanities, natural sciences, social sciences, and the fine arts lacking focus and the necessary integration.

Transforming the goals of a liberal education into a well defined, coherent academic program has never been a simple task, and, if anything, the task has grown more complex. While consensus has not been reached on the process of general education, a continuum has emerged into which most programs can be aligned. At the one end, the core curriculum holds that all students need to know the same things and should learn them in the same fashion. At the other, the wholly elective curriculum assumes that all people need to know different things and should learn things in a variety of ways. In the vast terrain between these two extremes is the distribution approach, rooted in the belief that all students need to know generally the same things, but they can learn in a variety of ways.

A single correct approach to general education simply does not exist. Whether achieved through an elective system, an interdisciplinary program, a core curriculum or distribution requirements, what is important is that the program be cohesive, as well as sufficiently integrated, and that it have genuine context. There is always room for a liberal education because it relies more significantly on **how** a student is taught rather than on **what** is taught.

History can be used to teach critical thinking. One may learn in any one of the sciences something of the methods and spirit of inquiry, something of

quantitative examination and of logical thought. One may learn to listen with comprehension in music or in mathematics. One may learn critical analysis in sociology or in "The Novel." One may learn much of human behavior in anthropology, or in psychology, in economics or in the study of Greek Drama. In any case students will work to meet expectations set by the higher education community, and these expectations had better not be mean and dull.

The challenge for faculty and for institutions is not to explode the curriculum but to provide energy for its purpose. It is not sufficient to rely on the presumed value of certain subject matter. If the concern is with results, the expectations must be defined for students and for faculty. The goals of formal courses must be described, and the results must be evaluated. And individual institutions must accept that faculty members are responsible to each other and to the whole community of scholars both for what they mean to do and for what they do.

Virginia has a grand history of accomplishment in higher education. But the system must be challenged to do more. It is right for students, parents, legislators and employers to be concerned about quality in education. But it should be the **main** business of the professional educator. There is much to be done. Howard Bowen has said, "Learning is a powerful means. It is the base of our culture, the foundation of our economy, a source of good citizenship and civic responsibility, a way toward the solution of social problems, and a major influence toward humanizing individuals ... The great spread of learning that has occurred in the past century is far from complete. Our ignorance overwhelms our knowledge, and our folly vastly exceeds our wisdom."

The task is great, and higher education's goals are challenging. Few activities have a higher priority than the liberal education of young people.

Research and Higher Education in Virginia

The Role of Research in Higher Education

Research, according to Webster, is critical study or experimentation having for its aim either

1. the discovery of new facts and their correct interpretation, or
2. the revision of accepted conclusions, theories or laws in the light of newly discovered facts, or
3. the practical applications of such new or revised conclusions, theories, or laws.

The spirit of research -- of critical examination, discovery of new knowledge, and practical application -- accompanied the birth of universities in medieval Europe of the eleventh century, and pervades them in the modern world today. As a vivid example, faculty and students at the emerging University at Bologna gloried in discovering documentation of the Old Roman imperial system of law, which had been lost in obscurity for centuries. As a recent scholar has noted, "The contrast between the brave old world of Justinian and the tattered society in which (these scholars) lived was sufficient to inspire generation after generation of students at Bologna and elsewhere to study, explain, and comment, until at last ... in about the middle of the fourteenth century, the game of reconciling the contemporary world and its institutions to the ideal of Justinian began to lose some of its fascination."<1> An equally striking contemporary example is furnished by the biochemists and other scientists of the modern world who, in their urge to understand the mysteries of life, began some forty years ago to study the genetic code and have now developed recombinant-DNA techniques. As Lewis Thomas has said, Recombinant-DNA techniques could not have evolved without the thirty-year background of research in virology and molecular genetics, almost all of it done without the faintest inkling that anything like recombinant-DNA lay ahead."<2>

Thus, institutions of higher education have served for centuries not only as repositories of existing knowledge and instruments of its dissemination, but also as places for the fermentation of new knowledge and its applications. The spirit of deep intellectual discovery and inquiry has, in such institutions, augmented the ever-present excitement of students and faculty striving together to enhance the intellectual capabilities of the students. This spirit of research as a fundamental part of the academic enterprise, as an indispensable component of education in a deep and pervasive atmosphere of free inquiry, is a hallmark of good institutions of higher education and should be always the goal of the Virginia system.

The early exploratory style of the medieval universities languished somewhat in the sixteenth, seventeenth, and eighteenth centuries, but was reborn in a more finished form in the German universities of the nineteenth century. These were the models for the major comprehensive universities which have provided the capstone for higher education in modern times. They are in part research institutes, in part graduate schools, and in part undergraduate colleges. The strength of this mixture of three missions arises from the sequential interaction between these missions. Exceptional research traditions attract the eminent senior faculty essential to graduate education. These faculty, together with the exceptional junior faculty and graduate assistants which they attract, constitute a strong undergraduate faculty particularly effective in sustaining a strong sense of inquiry.

This fusion of education and research, aimed at by Thomas Jefferson some fifty years before the nation was fully ready for it, was the initial model for the vigorous American effort during the latter half of the nineteenth century centered in such pioneering institutions as the Johns Hopkins University, the University of Chicago, and Harvard University. The fusion was to be carried to new levels during World War II in this country; and at the end of the war the United States was the established leader in academic research and higher education.

Throughout this development, there remained a major role in the academic research enterprise for the institutions which concentrated on education at the bachelor's or master's level. Their faculties were given final training in the major comprehensive universities, and some continued to participate in the national and world-wide research effort, whether or not research was a primary goal of their institutions. Even those not engaged in research had been imbued with the spirit of inquiry and enthusiastically communicated it to their students. These students, once familiar with the significance of research, could then finish their education at the major comprehensive universities. Thus the interaction between the research institutions and the purely educational institutions was strong.

This total synthesis of education and research benefited the entire educational system in ways outlined by the philosopher Alfred North Whitehead.

> Do you want your teachers to be imaginative? Then encourage them to research. Do you want your researchers to be imaginative? Make your researchers explain themselves to active minds, plastic with the world before them; make your young students crown their period of intellectual acquisition by some contact with minds gifted with experience of intellectual adventure.<3>

Equally important, the synthesis of education and research led to the new knowledge which underlies our technologically oriented society, our economy, and the superior standard of living enjoyed by our citizens. The United States has produced the vast majority of significant technological innovations in the world, and over the past ten years has sold four to five times more technical know-how to other nations than it has imported. Furthermore, the bulk of the research which has led to an improved understanding, cure and prevention of diseases has been conducted in American universities, primarily through the support of federal funding agencies.

Changing social, political and economic relationships among the nations of the world-and within our own nation-have brought new pressures to bear upon American business and education. It has become quite clear that the continued economic prosperity of the United States depends upon its being able to maintain a dominant role in international commerce while at the same time using fully the capacities of the American workforce. The need for rapid economic development has renewed interest in research relationships between business and higher education.

There has been a distinction between pure and applied research, but it is easier to assert than to define in practice. The strong pragmatic bent of our national character causes us to regard favorably the idea of yoking academic research to commerce, but equally stong characteristics of independence and idealism cause us to be uneasy at the prospect of linking the acquisition of knowledge to the creation of profit. This tension should be recognized, and the problems associated with it identified explicitly so it can be used creatively.

The major impetus today toward renewed emphasis on research in higher education is the need for national economic development. The demand for applied research, leading to the creation of new technologies, products and services, is pressing and will be the focus of much government and corporate support for higher education research. With this emphasis comes an array of problems which are easier to identify than they are to solve. Who owns the results of research undertaken with industrial support? How can proprietary research be reconciled to basic academic principles of free and collegial inquiry? How are those who govern universities - boards of visitors, presidents, deans, faculties - to be held accountable for research done under commercial contract? By whom is a faculty researcher employed if substantial portions of his or her earnings are derived from proprietary research?

All of these are genuine and difficult questions. The Council of Higher Education recommends that Virginia's colleges and universities undertake to develop a common statement which would guide each institution as it frames its own policies on the place of applied research within its mission.

At the same time, Virginia is well situated to maintain a good balance between pure and applied research because it has major initiatives of both sorts now underway. The one, with primarily an applied focus, is the establishment of a Center for Innovative Technology which will bring all the resources of the state's universities to bear upon applied research needs of business and industry. The other, with primarily a pure research focus, is the construction of the most powerful nuclear accelerator of its kind in the world. These initiatives will be discussed below in more detail.

Measures of Virginia Institutions in Research

In seeking a rough assessment of research at Virginia's institutions of higher education it is easiest to assemble documentation relating to the doctoral institutions, for there is a relentless urge on the part of American research universities to compare themselves with one another. The most recent such evaluation is the five-volume **Assessment of Research -Doctorate Programs in the United States,** produced under the auspices of the National Research Council. It assesses 2,699 American doctoral programs in thirty-two disciplines spread among engineering, humanities, natural sciences and social sciences, and ranks them on various bases. One of the most interesting of these rankings is the "scholarly quality of the faculty."

A recent article by David S. Webster, "America's Highest Ranked Graduate Schools, 1925-1982," <4> draws upon these data to identify thirty leading national Ph.D.-granting institutions in the arts, sciences and engineering. The University of Virginia is tied for twenty-eighth in this list, which includes both private and public institutions. Three other area universities are listed: The University of North Carolina at Chapel Hill is eighteenth; Duke University is tied for twenty-fifth; and The Johns Hopkins University is tied for thirteenth.

Other detailed information about the Commonwealth's research institutions is available in the National Research Council report. Forty-two doctoral programs of Virginia institutions were ranked: twenty-six at the University of Virginia, twelve at Virginia Polytechnic Institute and State University, and four at Virginia Commonwealth University.

Programs were given scores from zero (lowest) to five (highest) on the scholarly or research quality of faculty; it is customary in such studies to regard 'three' as a solid, above average score, indicating strength or distinction. Some 999 (37 percent) of the 2,699 programs are in this category, and they are distributed by state as shown in Table 1. Virginia, with 16 strong or distinguished programs, is tied for eighteenth-behind its neighbors North Carolina and Maryland (although ahead of Maryland as a public system), but well ahead of our neighbors Kentucky, Tennessee and West Virginia.

TABLE 1.

NUMBER OF PH.D. PROGRAMS SCORING 3.0 OR ABOVE BY STATE

State	At Public Institutions	At Private Institutions	Total
Alabama	2	–	2
Arizona	9	–	9
California	125	56	181
Colorado	15	1	16
Connecticut	1	27	28
Delaware	1	–	1
Florida	10	2	12
Georgia	9	–	9
Hawaii	2	–	2
Illinois	33	49	82
Indiana	32	1	33
Iowa	17	–	17
Kansas	4	–	4
Kentucky	2	–	2
Louisiana	1	–	1
Maryland	11	17	28
Massachusetts	10	51	61
Michigan	39	–	39
Minnesota	24	–	24
Missouri	1	7	8
Nebraska	1	–	1
New Jersey	14	25	39
New Mexico	1	–	1
New York	32	98	130
North Carolina	26	16	42
Ohio	13	3	16
Oklahoma	1	–	1
Oregon	11	–	11
Pennsylvania	22	38	60
Rhode Island	–	17	17
Tennessee	–	5	5
Texas	34	8	42
Utah	4	–	4
Virginia	16	–	16
Washington	24	–	24
Wisconsin	31	–	31
Total	578	421	999

Of at least equal interest as the scores on "scholarly quality" are the scores on "improvement." All of Virginia Commonwealth University's four ranked programs are above the 90th percentile in improvement. Of Virginia Polytechnic Institute and State University's twelve ranked programs seven are at the 90th percentile or above on improvement, one is in the 80th-90th range, and four are in the 70th-80th range. Of the University of Virginia's twenty-six ranked programs, fourteen are at the 90th percentile or better on improvement, seven in the 80th-90th range, and two in the 70th-80th range.

Clearly Virginia's research institutions are regarded as having improved remarkably in scholarly quality of research programs since the 1970 Roose-Anderson report, **A Rating of Graduate Programs,** sponsored by the American Council of Education. This 1970 study evaluated 2,626 research-doctoral programs of the nation in thirty-six disciplines. Among 802 (31 percent) of these programs rated as strong or distinguished (that is, as scoring three or higher on quality of graduate faculty), there were only four Virginia research-doctoral programs, all at the University of Virginia. We thus have moved in a dozen years from four strong or distinguished programs, all in one university, to sixteen such programs located in three universities.

Another measure of research productivity published annually is the list of top one hundred institutions of higher education in the country in total federal funding. Of particular relevance here is the amount of federal funding – specifically for research and development – for each of these institutions. In the

1981 list, <5> the University of Virginia ranked fifty-second, Virginia Commonwealth University seventh-fourth, and Virginia Polytechnic Institute and State University seventy-fifth. These Virginia institutions received 1.3 percent of the total federal funds awarded to institutions of higher education for research and development. If the amount of federal funding for research and development to the top one hundred institutions is aggregated by states, then Virginia ranked twentieth among the fifty states in 1981. The neighboring states ranking above Virginia were Maryland and North Carolina; other southern states that ranked above Virginia were Florida, Georgia and Texas.

There is corresponding information available from the National Science Foundation for 1970.<6> In that year, the University of Virginia ranked sixty-fourth, Virginia Polytechnic Institute and State University eighty-fourth, and Virginia Commonwealth University ninety-third. Collectively, these institutions received 0.97 percent of total federal funding to institutions of higher education for research and development. When the 1970 federal funding was totaled by states, Virginia ranked twenty-fourth among the fifty states. From 1970 to 1981, Virginia had passed the states of Iowa, New Jersey, Oregon and Tennessee.

The research and development activities of Virginia's institutions of higher education do not rely only upon federal funding. Additional support is provided by the state and the private sector. A National Science Foundation survey of all colleges and universities placed three Virginia institutions in the top 100 rankings in terms of total research and development expenditures during Fiscal Year 1981: Virginia Polytechnic Institute and State University ranked fifty-ninth; the University of Virginia, seventy-fifth; and Virginia Commonwealth University, ninety-third. Only five other states -- California, Texas, Pennsylvania, New York, and Michigan -- had three state-supported universities among the top 100 institutions. Among public institutions, Virginia Polytechnic Institute and State University ranked thirty-eighth, the University of Virginia ranked fifty-first, and Virginia Commonwealth University ranked sixty-fifth in terms of total research and development expenditures.

The number of doctoral programs in the nation is barely within the size limits to make it possible to evaluate them all. This is not possible with the totality of bachelor's programs and master's programs, and nationwide evaluations simply do not exist. This is one reason the Council of Higher Education is strongly urging all state institutions to put program evaluation and planning into effect, and also why the Council and the institutions are putting statewide evaluation in place. Probably that which can be documented for the Commonwealth's research-doctoral programs holds true for its bachelor's and master's programs -- namely, their improvement has been striking in the last fifteen years as the state has increased its financial contribution to higher education.

It is clear that there has been substantial progress in the growth and quality of academic research in the Commonwealth in recent years. State support of higher education has grown impressively. Progress in research has been made not only at the University of Virginia, Virginia Polytechnic Institute and State University and Virginia Commonwealth University, but also at the state's other doctoral level institutions, the College of William and Mary, Old Dominion University and George Mason University. Significant marine science, NASA-related research, and cooperative doctoral research (in psychology at William and Mary and Old Dominion University) are important examples. Some institutions which were too small and too poorly funded to pursue a comprehensive array of research programs at an ambitious level are now large enough to do so. The achievement could be viewed as very respectable, and one might imagine a pause in effort. However, neither the severe competitiveness of the modern world nor the quest of the Commonwealth for leadership will permit it. We must strive to put the totality of our research programs into the national vanguard.

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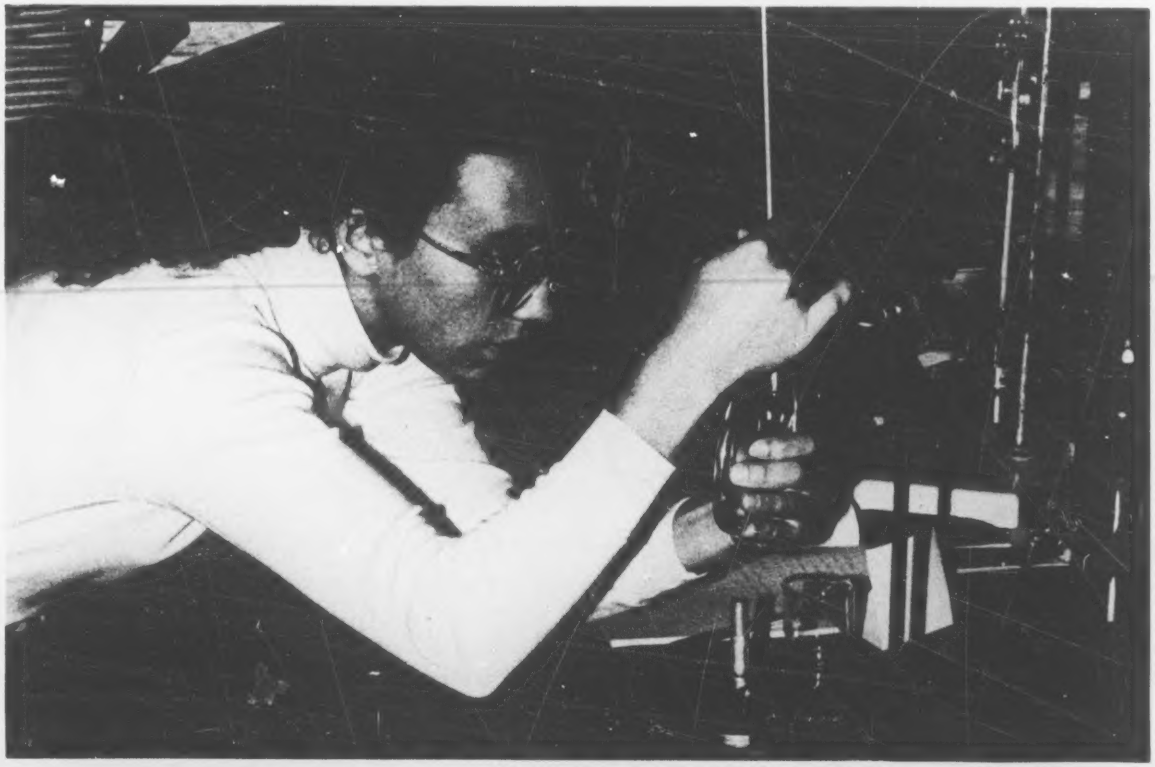

The Future of Research in Virginia

Prospects for the continuing development of research at the State's institutions of higher education are very bright. Governor Charles S. Robb has consistently emphasized the vital importance of research in higher education and of cooperative research efforts involving the State's institutions and the corporate sector.

In charting a course for the continuing development of research, a reasonable strategy includes:

1. Leading from a position where strength and momentum already exist.
2. Selecting areas of high national priority and regional priority.
3. Selecting areas in which objective national measures are possible, in order that progress can be charted.

Recent developments in two areas appear consistent with the Governor's initiatives and the above criteria. In July, 1983, the Governor's Task Force on Science and Technology in Virginia submitted its report with a number of recommendations. <7> The paramount recommendation was establishment of a Center for Innovative Technology (CIT) as proposed to the Task Force jointly by the University of Virginia, Virginia Polytechnic Institute and State University, and Virginia Commonwealth University. The Center, which the Governor has endorsed in concept and expressed an intent to support, would provide a means whereby the research capabilities of the Commonwealth's major research universities could be made available to research oriented corporations within the Commonwealth and whereby the institutions' programs could benefit from corporate support of research in areas pertinent to corporate interests. The Center should provide an ideal vehicle for the type of interaction between universities and industry which has stimulated the advancement of both higher education and high technology enterprise in such areas as the Research Triangle in North Carolina, Silicon Valley in California, and the Boston, Massachusetts, metropolitan area.

The Task Force recommended that CIT establish a presence in Northern Virginia with George Mason University involved, a region where there exists a concentration of high technology industry. However, it recommended that the bulk of the research be carried out at the three sponsoring institutions where the bulk of faculty expertise and graduate programs exist, and where they must continue to grow in breadth and quality. This latter recommendation is vital. No research university has achieved national prominence without sustained degrees of excellence and breadth of graduate programs and research on its home campus. The continuing strength and enhancement of research at the University of Virginia, Virginia Polytechnic Institute and State University, and Virginia Commonwealth University are indispensable ingredients in a plan to further all of higher education in Virginia. At the same time it is important that research be encouraged strongly at other universities in the Commonwealth.

The genesis of a second important development took place approximately five years ago. Physicists recognized the need for a new and much more powerful high energy electron accelerator for the continued exploration of the interior of the nucleus of the atom. Sponsorship of a national conference on the issue led ultimately to the assignment of top priority by the Department of Energy for the construction of such an accelerator. As a result, the Southeastern Universities Research Association (SURA) was created. It is a consortium of twenty-three southeastern universities, including eight in Virginia; whose purpose is to sponsor, construct, and manage a National Electron Accelerator Laboratory (NEAL) which would house the proposed accelerator. SURA selected the Virginia Associated Research Center in Newport News as a site, and ultimately a proposal was submitted to the Department of Energy and the National Science Foundation for the construction of NEAL at an estimated cost of $112 million.

Following a recommendation of the Nuclear Science Advisory Committee of the Department of Energy, Secretary of Energy Donald P. Hodel has selected SURA to construct and manage this major new national laboratory, primarily as a result of the superior scientific merit of the SURA proposal. The accelerator will be the most powerful in the world, producing a constant current of electrons at an energy of four billion electron volts. (All other high energy accelerators produce 'bursts' of accelerated particles.)

The selection of the SURA proposal over those from institutions such as Argonne National Laboratory, the Massachusetts Institute of Technology, and the National Bureau of Standards indicates that existing nuclear research capabilities within the Commonwealth and the South are significant. The presence of NEAL in Virginia will be an opportunity for the State's colleges and universities to build on that strength and gain national prominence in nuclear science.

Unusual opportunities exist for the advancement of research in other areas. The life science departments and medical schools at Virginia Commonwealth; University and the University of Virginia have active research programs in areas of biotechnology. CIT should be a useful vehicle for the further development of cooperative programs between these two institutions and the rapidly growing biotechnology segment of industry.

Computer-aided design and computer-aided manufacturing (CAD/CAM) are in the forefront of industrial research and development today, and the State's two major engineering schools, at Virginia Polytechnic Institute and State University and the University of Virginia, are gaining broad capability in research and graduate studies in this area. During the past year, both schools were the recipients of major computer equipment packages designed for CAD/CAM work given by two of the nation's leading manufacturers of computers. Both schools will require significantly enhanced local funding and resources in order to capitalize on the opportunity afforded by these two corporate gifts.

The anticipated establishment of CIT and NEAL within the Commonwealth and the State support of academic research, which the Governor's initiatives should stimulate, provide an impressive setting for the enhancement of scientific and technological research. It is vital that the funds and resources be provided -- from both the public and private sectors -- to enable the State's institutions to take advantge of this unprecedented opportunity.

The emphasis placed on scientific and technological research in discussing prospects in the years ahead should not be construed as overriding the importance of research in the humanities, the social sciences, and the professions. Our intellectual powers rest on an understanding of history, of political science, economics, and of what has been called the human situation. Whatever new knowledge derives from research and science and technology can have a beneficial and lasting impact on our society only if it is oonsidered and exploited within the framework of the entirety of human knowledge.

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Financing Higher Education in Virginia

This paper reviews three aspects of higher education funding in Virginia: (1) the state's priority for higher education as expressed by the proportion of general fund appropriations, appropriation growth, and appropriations per student; (2) Virginia's ranking among the states in student enrollment, state financing of public higher education, tuition and fee charges, and faculty salaries; (3) the guidelines or formulae used to develop the operating budgets, with suggestions on modifications for 1986-88 and subsequent biennia.

Higher Education Priorities

Higher education has enjoyed a relatively high priority in Virginia for the past four decades. The proportion of the Commonwealth's General Fund Appropriations allocated to higher education has more than doubled over the last forty years. In the 1944-46 biennium, higher education received 7.5 percent; in 1964-66 11.2 percent; in 1974-76, 17.6 percent; and in 1982-84, 19.3 percent of the general fund.

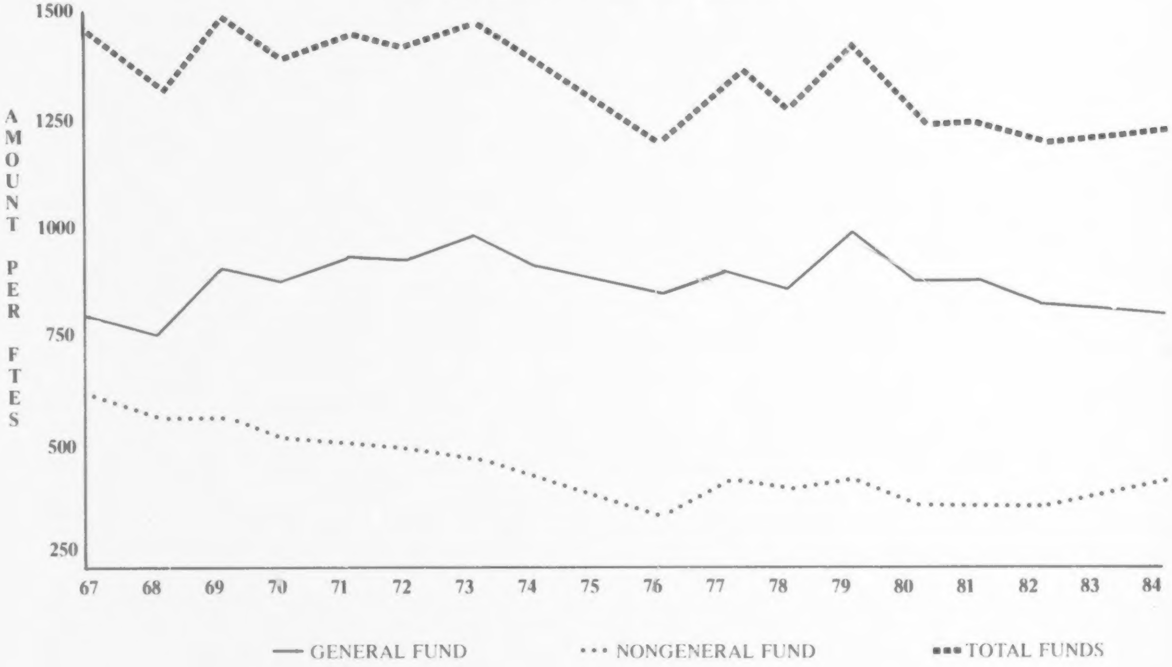
In contrast, the proportion of the general fund for elementary and secondary education has declined since the mid 1960's. In the 1944-46 biennium the public schools received 47.5 percent; in 1964-66, 53.4 percent; in 1974-76, 43.9 percent; and in 1982-84 35.4 percent of the general fund.

The proportion of the general fund for all education grew during the 1960's but in the 1980's has returned to the levels of forty years ago. In 1944-46, education received 55.0 percent; in 1964-66, 64.6 percent; in 1974-76, 61.5 percent; and in 1982-84, 54.7 percent of the general fund.

FIGURE 1

APPROPRIATIONS PER FTES

EXPRESSED IN CONSTANT 1967 DOLLARS



As the system of higher education in Virginia has continued to develop, the Commonwealth's investment in its colleges and universities has grown due to increases in the cost of goods and services, salary increases, enrollment changes, and changes in state funding policy. The growth in general fund for the last five biennia has not kept pace with either inflation or enrollment growth (figure 1). In addition, increases in nongeneral funds have usually exceeded the general fund growth during the last ten years. The planned growth in nongeneral funds has resulted in a partial shift of responsibility for the costs of higher education from the Commonwealth to students and their parents. In the 1972-74 biennium, the general fund provided 55 percent of the total higher education operating budget; in 1982-84, the general fund is supporting 48.7 percent of the budget.

The Council does not believe that higher tuition is in itself undesirable. But the increases in tuition must be accompanied by increases in student financial aid, or needy students will find themselves educationally disenfranchised. The 1984-86 budget contains increases in financial aid. To help offset the sizeable increases in the amount of tuition institutions must collect. This budget decision reemphasizes Virginia's intention to guarantee access to higher education to all who want and can benefit from it.

NATIONAL RANKINGS

Examination of Virginia's relative standing on higher education funding must be undertaken with an awareness that Virginia is a low tax state and has fewer general fund dollars to spend than some less fiscally conservative states. Virginia ranked 34th in tax revenues per capita in 1981, with $867 versus the national average of $1,029.

While Virginia has increased the proportion of the state budget allocated to higher education over the last forty years, it has lost ground because of the tremendous enrollment and institutional growth during the last twenty years. Virginia has not experienced declining enrollments in higher education and anticipates modest enrollment growth in the next several years unless funding to support it is not forthcoming. Virginia ranks 13th in enrollment in state-supported and independent colleges and universities and 14th in population. It enrolls 86 percent of its students in public institutions as compared to 75 percent nationally. Table 1 provides a summary of population and enrollment statistics. Virginia ranks at or near the top of the Southern Regional Education Board states in these access-related measures.

Virginia ranks 18th among the states in the percent of general tax revenues allocated to public higher education and seventh in the SREB states. Virginia ranks 27th in general fund appropriations per student with $3,343 versus the national average of $3,655, and 18th in tuition and fees per student with $1,070 versus the national average of $950 (Table 2).

These statistics reflect several factors: the low tax burden of the Commonwealth; the emphasis placed on student access, especially in the public institutions; the decline in general fund per student in recent years; and public policy that has shifted some of the cost of instruction from the state to students and their parents.

The faculty and staff in Virginia's colleges and universities are a critical asset of the system of higher education. Instruction can be conducted in limited or rented facilities but not without sufficient and qualified faculty. Faculty salaries have been and continue to be a major policy issue in Virginia.

While there has been considerable progress in raising faculty salaries over the last ten years, much remains to be done. In 1982, Virginia ranked 30th among the states in average faculty salaries (Table 3).

The faculty in Virginia's state-supported colleges and universities, particularly those at the regional universities and in the Community College system, are less tenured than their national peers. Virginia has proportionately more faculty in the lower ranks than the national profile, and its faculty in all ranks but one have an average salary below the national average (Tables 4 through 6).

In recent years, the faculty salary increases in Virginia have exceeded national faculty salary increases. In 1983-84, this trend has been reversed. The general fund appropriation for all salary increases was removed during the 1983 session of the General Assembly, and salary increases for the year are expected to range from 1.5 to 2.5 percent. This will result in considerable decline in national standing for Virginia's faculty. The budget for the 1984-86 biennium contains faculty salary increases of 10 percent in each year. While these are significant increases, they only restore Virginia's faculty to the relative standing they had in 1982.

Virginia has been using various peer grouping systems for the last decade. Each system used has

TABLE 1

1981 NATIONAL POPULATION AND ENROLLMENT STATISTICS

	POPULATION	RANK	HIGHER EDUCATION ENROLLMENT	RANK
U.S. TOTAL	**227,156,000.**		**8,743,807.**	
Alabama	3,895,000.	22	138,909.	21
Alaska	403,000.	51	10,073.	51
Arizona	2,731,000.	29	127,131.	23
Arkansas	2,299,000.	33	64,306.	35
California	23,771,000.	1	1,099,691.	1
Colorado	2,903,000.	28	123,591.	24
Connecticut	3,114,000.	25	112,614.	28
Delaware	596,000.	48	26,284.	47
D.C.	637,000.	47	62,126.	36
Florida	9,874,000.	7	290,630.	9
Georgia	5,482,000.	13	152,369.	19
Hawaii	969,000.	39	35,859.	41
Idaho	947,000.	41	33,938.	43
Illinois	11,433,000.	5	432,374.	4
Indiana	5,489,000.	12	193,353.	14
Iowa	2,913,000.	27	120,082.	25
Kansas	2,367,000.	32	101,152.	31
Kentucky	3,662,000.	23	113,709.	27
Lousiana	4,222,000.	19	132,780.	22
Maine	1,126,000.	38	34,470.	42
Maryland	4,225,000.	18	149,202.	20
Massachusetts	5,743,000.	11	315,938.	8
Michigan	9,255,000.	8	366,059.	7
Minnesota	4,083,000.	21	162,560.	17
Mississippi	2,523,000.	31	85,620.	32
Missouri	4,924,000.	15	180,156.	15
Montana	788,000.	44	29,429.	45
Nebraska	1,572,000.	35	68,505.	34
Nevada	807,000.	43	22,481.	49
New Hampshire	923,000.	42	39,457.	40
New Jersey	7,377,000.	9	218,884.	11
New Mexico	1,305,000.	37	43,725.	39
New York	17,575,000.	2	759,728.	2
North Carolina	5,888,000.	10	235,265.	10
North Dakota	654,000.	46	30,188.	44
Ohio	10,800,000.	6	368,359.	6
Oklahoma	3,038,000.	26	115,701.	26
Oregon	2,638,000.	30	110,662.	29
Pennsylvania	11,880,000.	4	403,874.	5
Rhode Island	949,000.	40	50,628.	38
South Carolina	3,127,000.	24	109,346.	30
South Dakota	690,000.	45	27,873.	46
Tennessee	4,595,000.	17	161,056.	18
Texas	14,321,000.	3	524,930.	3
Utah	1,472,000.	36	78,199.	33
Vermont	512,000.	49	25,572.	48
Virginia	5,362,000.	14	199,552.	13
Washington	4,148,000.	20	173,491.	16
West Virginia	1,950,000.	34	60,394.	37
Wisconsin	4,728,000.	16	206,806.	12
Wyoming	475,000.	50	14,700.	50

Source: Preliminary release of NIE *Higher Education Financing in the Fifty States*, Third Edition

Table 2

State	Tax Revenues Allocated to Public Higher Education		Appropriations Per Student		Estimated Tuition Per Student	
	Percent	Rank	1982-83 Actual Dollars	Rank	Actual Dollars	Rank
Alabama	14.6	8	3,229	33	904	27
Alaska	5.9	48	12,662	1	1,140	10
Arizona	13.6	13	3,097	40	929	21
Arkansas	12.3	21	3,594	35	898	32
California	12.5	20	3,666	9	367	50
Colorado	12.5	19	3,254	37	1,627	5
Connecticut	6.8	47	3,756	20	789	36
Delaware	13.0	16	3,336	38	1,768	4
District of Columbia	5.8	49	7,348	3	367	51
Florida	10.9	31	3,663	14	843	20
Georgia	11.8	25	4,582	7	862	22
Hawaii	13.9	12	5,376	4	591	48
Idaho	12.8	17	3,646	11	620	46
Illinois	8.5	39	3,224	36	741	39
Indiana	10.8	32	3,318	41	1,194	19
Iowa	12.1	24	4,287	17	1,243	14
Kansas	14.7	7	3,800	29	836	37
Kentucky	13.3	14	4,041	21	970	29
Louisiana	12.1	22	4,022	23	764	42
Maine	6.9	45	2,906	30	1,366	8
Maryland	10.2	33	3,681	32	1,399	7
Massachusetts	4.5	51	2,716	39	978	17
Michigan	8.6	38	2,914	45	1,515	6
Minnesota	9.2	37	3,350	43	1,005	25
Mississippi	16.4	3	3,566	24	891	26
Missouri	9.3	36	2,824	46	791	40
Montana	11.4	27	3,680	15	788	38
Nebraska	13.9	11	3,852	44	1,002	24
Nevada	9.5	35	3,394	13	713	30
New Hampshire	5.2	50	1,663	51	2,013	3
New Jersey	7.1	43	3,764	16	1,129	11
New Mexico	14.1	10	4,644	8	882	41
New York	6.9	46	4,578	5	1,236	9
North Carolina	17.2	1	4,321	6	605	45
North Dakota	16.9	2	3,589	12	897	33
Ohio	8.2	41	2,666	50	1,440	13
Oklahoma	13.1	15	3,776	28	717	44
Oregon	11.2	29	3,194	34	1,086	16
Pennsylvania	7.5	42	3,777	22	2,115	2
Rhode Island	8.3	40	3,416	25	1,264	12
South Carolina	15.4	5	4,126	19	866	34
South Dakota	9.5	34	2,456	48	982	28
Tennessee	11.8	26	3,246	42	876	35
Texas	16.2	4	4,588	10	688	43
Utah	15.0	6	3,996	18	1,039	23
Vermont	7.0	44	2,308	49	3,323	1
Virginia	12.7	18	3,343	27	1,070	18
Washington	11.2	30	2,764	47	553	47
West Virginia	12.1	23	3,351	26	536	49
Wisconsin	11.4	28	3,364	31	1,144	15
Wyoming	14.3	9	7,354	2	882	31

documented that many Virginia colleges and universities fall below their peers in faculty salary averages. As Table 6 shows, the doctoral granting institutions have generally gained on their peers since 1978; the master's level institutions have maintained their position; and the baccalaureate, specialized and two-year institutions have lost ground. The relationship of individual Virginia institutions to their peer group averages has no pattern however (Table 7).

The relative stability of the benchmark comparisons by institution is frustrating. In five of the last seven years appropriations for faculty salaries have provided additional increases for those institutions below the benchmark average. Institutions at or above the benchmark average were appropriated smaller increases but appear to have given actual increases at least equivalent to those in institutions receiving "catch-up" funding, and the average salaries of institutions receiving "catch-up" funding have not always made the expected progress.

Improvements in faculty salary averages in relation to the benchmarks may differ for at least two reasons: actual national increases may differ significantly from the projected increase used in developing the Virginia appropriations, and fiscal constraints and hiring patterns may alter average salaries in different ways in each state.

In summary, faculty salaries in Virginia have improved slightly during the last decade but the situation is still unacceptable. Most institutions are below the mean or average salary for their benchmark, and aspiring to be average is not a lofty goal. The targeted salary increases of 10 percent per year are good, but must be sustained for several years beyond next biennium if any real progress is to be made.

The variance among institutions in benchmark attainment continues to be a serious problem. It is exacerbated by the development of business and computer science curricula in the comprehensive colleges, and the reduction in enrollments in education and other programs. The new faculty members required to offer the business and computer science programs command much higher salaries than the faculty members they are replacing.

While the current benchmark system is not totally satisfactory to all participants, it does document that Virginia's salaries are not sufficiently competitive. It does not adequately incorporate discipline differentials for high cost disciplines and the differences among institutions in their curricular mix. The current system should be modified to incorporate a discipline adjustment. Supplemental funding for "catch-up" should be provided in 1984-86, if possible, for those institutions below the benchmark average. Emphasis must also be directed toward advancing the benchmark concept to

TABLE 3

AVERAGE SALARIES OF FULL-TIME FACULTY, BY STATE

	1981-82		1980-81		1979-80		1978-79	
States	**Average**	**Rank**	**Average**	**Rank**	**Average**	**Rank**	**Average**	**Rank**
Alaska	38,302	1	36,033	1	30,275	1	29,288	1
California	31,217	2	29,074	2	26,222	2	23,077	3
Arizona	28,542	3	25,889	3	24,021	4	21,646	9
New York	28,082	4	24,640	9	23,555	5	21,919	4
Michigan	27,447	5	25,422	4	23,400	6	21,852	6
Nevada	27,079	6	23,973	17	22,927	9	21,047	12
District of Columbia	27,068	7	25,273	5	24,657	3	23,136	2
Wyoming	27,001	8	24,180	14	21,884	17	19,518	26
Connecticut	26,972	9	25,151	6	23,289	7	21,903	5
Washington	26,900	10	24,343	12	22,608	11	20,632	14
Pennsylvania	26,552	11	24,862	8	23,057	8	21,648	8
Hawaii	26,262	12	24,556	10	22,894	10	21,484	10
Ohio	26,242	13	24,357	11	22,046	15	20,552	15
Delaware	26,237	14	24,219	13	22,341	14	21,123	11
Massachusetts	25,782	15	22,043	32	21,792	19	19,644	24
Wisconsin	25,674	16	23,535	22	21,698	21	20,159	21
Illinois	25,671	17	23,688	21	21,859	18	20,493	17
New Jersey	25,656	18	25,017	7	22,578	12	21,817	7
Georgia	25,576	19	23,463	23	21,089	26	19,165	28
Minnesota	25,549	20	24,119	15	22,381	13	20,807	13
New Mexico	25,539	21	23,388	24	21,449	23	19,887	23
Utah	25,345	22	23,855	18	21,398	24	20,253	20
Texas	25,295	23	21,686	36	20,149	33	18,865	33
Rhode Island	25,283	24	24,026	16	22,037	16	20,518	16
Indiana	25,213	25	23,848	19	21,513	22	20,147	22
Colorado	25,190	26	23,092	25	21,188	25	19,466	27
Maryland	24,881	27	23,838	20	21,776	20	20,272	19
Oklahoma	24,607	28	22,143	30	19,580	39	18,357	39
Louisiana	24,604	29	22,226	28	20,116	34	17,912	44
Virginia	24,425	30	22,175	29	20,284	31	18,888	32
Kentucky	24,233	31	22,040	33	20,603	28	19,538	25
Oregon	24,178	32	22,282	27	20,902	27	20,404	18
Montana	24,103	33	21,187	41	19,948	35	18,454	38
North Dakota	23,942	34	20,478	46	19,008	46	17,913	43
Iowa	23,920	35	22,065	31	20,387	30	19,137	29
South Carolina	23,577	36	21,485	38	19,508	40	17,651	45
Kansas	23,546	37	21,874	35	20,279	32	19,022	31
Vermont	23,421	38	20,548	45	19,239	43	17,622	46
Florida	23,404	39	21,952	34	19,885	36	18,600	36
Nebraska	23,151	40	21,070	42	19,185	44	18,506	37
North Carolina	23,111	41	21,382	40	18,860	47	17,548	47
Missouri	23,088	42	22,347	26	20,453	29	[illegible]	30
West Virginia	22,786	43	20,423	47	19,072	45	[illegible]	42
Alabama	22,665	44	21,581	37	19,303	42	18,722	34
Idaho	22,609	45	20,992	43	19,791	38	18,316	40
New Hampshire	22,544	46	20,888	44	19,345	41	18,229	41
Arkansas	22,161	47	20,056	48	18,606	48	17,366	48
Tennessee	21,790	48	21,419	39	19,860	37	18,609	35
South Dakota	21,514	49	20,020	49	18,364	49	17,226	49
Mississippi	21,511	50	19,736	51	17,804	51	16,740	51
Maine	21,436	51	19,860	50	18,333	50	16,891	50
National Average	**25,897**	**15**	**23,756**	**21**	**21,839**	**18**	**20,237**	**20**

Source: HEGIS 2300-3, Salaries, Tenure and Fringe Benefits of Full-Time Instructional Faculty, 1978-79 to 1981-82.

something more than acceptance of "average" as the Commonwealth's funding goal for faculty. The current benchmark is the average salary for all similar institutions in the country.

Budget Guidelines

The current guidelines used by the state-supported institutions in developing their budget requests have been in use for a decade. It is appropriate that the Council of Higher Education and the colleges and universities conduct a thorough examination of these guidelines and make appropriate adjustments for the 1986-88 biennium. Funds have been included in the budget for this purpose.

Virginia's guidelines generally respond to changes in enrollment, in terms of both total enrollments and levels of students or courses offered within the total enrollment. It is generally accepted that institutions' needs will vary with size. Enrollment levels have traditionally been accepted as a standard measurement of institutional size. The current guidelines differentiate funding by level of study offered and by the disciplines in which study is available. They also include other factors for measuring resource needs, fund enrollment growth at lesser rates than present enrollment, and permit funding of specific state or institutional priorities. Examples of the areas where enrollments are not the determining factor include staff for Operation and Maintenance of Physical Plant, Public Service and Research. Finally, funding for supplies, equipment, fuel and utilities, travel and other non-personnel objects of expenditure is not driven by enrollment at all. This funding is determined using the same incremental budgeting techniques which are used for all of state government.

The Council of Higher Education will undertake a study to revise the Commonwealth's funding guidelines, as appropriate. It will do this in cooperation with the institutions and other central

TABLE 4

DISTRIBUTION OF FACULTY BY RANK AND TENURE STATUS

	National		Virginia	
	Percent of Total	Percent With Tenure	Percent of Total	Percent With Tenure
Professor	26.3	95.3	22.7	87.4
Associate Professor	23.9	83.9	30.4	70.4
Assistant Professor	22.1	31.5	34.5	16.3
Instructor	7.1	10.7	11.5	1.8
Lecturer	1.8	12.5	.5	4.8
No Rank	18.8	52.1	.4	0
All Ranks	**100.0**	**62.8**	**100.0**	**47.1**

Source: HEGIS 2300-3. Salaries. Tenure and Fringe Benefits of Full-Time Instructional Faculty. 1981-82.

TABLE 5

NATIONAL RANK OF VIRGINIA'S FULL-TIME FACULTY SALARIES[1] BY RANK OF FACULTY

PUBLIC INSTITUTIONS ONLY

	1978-79		1979-80		1980-81		1981-82	
	Salary Average	Rank[2]	Salary Average	Rank[2]	Salary Average	Rank[2]	Salary Average	Rank[2]
Professor	26,785	22/51	28,572	24/51	30,658	27/51	33,564	22/51
Associate Professor	20,031	32/51	21,344	31/51	23,059	32/51	25,224	29/51
Assistant Professor	16,215	36/51	17,287	35/51	18,743	36/51	20,508	32/51
Instructor	12,981	42/51	13,704	42/51	14,816	43/51	16,276	36/51

[1] Source: HEGIS 2300-3. Salaries. Tenure and Fringe Benefits of Full-Time Instructional Faculty. 1978-79 to 1981-82.

[2] Rank of X/Y indicates Virginia's 'X' position within 'Y' number of states with faculty of that rank.

TABLE 6

NATIONAL RANKING OF VIRGINIA'S FULL-TIME FACULTY SALARIES[1] BY CLASSIFICATION

PUBLIC INSTITUTIONS ONLY

	1978-79		1979-80		1980-81		1981-82	
Virginia Classification[2]	Salary Average	Rank[3]	Salary Average	Rank[3]	Salary Average	Rank[3]	Salary Average	Rank[3]
Doctoral 1A	21,933	23/39	23,557	21/39	25,540	23/39	28,133	18/38
Doctoral 1B	20,574	8/18	22,342	6/18	25,252	6/18	26,965	9/18
Doctoral 1C	18,734	28/38	20,154	28/38	22,185	26/38	24,573	23/38
Comprehensive Master	17,305	36/45	18,545	36/45	20,164	36/45	22,081	36/45
Baccalaureate	17,333	11/28	18,444	16/28	19,940	19/27	22,187	15/27
Specialized	19,380	2/9	20,582	3/9	21,949	3/9	24,056	4/9
Two-Year	15,340	31/48	16,334	32/49	17,899	34/50	19,813	34/49
All Institutions	**18,888**	**32/51**	**20,284**	**31/51**	**22,175**	**29/51**	**24,425**	**30/51**

[1] Source: HEGIS 2300-3. Salaries. Tenure and Fringe Benefits of Full-Time Instructional Faculty. 1978-79 to 1981-82.

[2] Classification System parameters in place for 1982-84.

[3] Rank of X/Y indicates Virginia's 'X' position within the total 'Y' number of states with institutions in that classification.

state agencies. Revisions initiated through such a study will continue to recognize the diverse sizes of the institutions and the variety of programs they offer, as well as distinctive features of their approved missions. The basic purpose of the guidelines has been and should continue to be to assist in defining resource needs necessary to the attainment of the goals and objectives of higher education as articulated by the Governor, the General Assembly and the higher education community itself.

TABLE 7

VIRGINIA SALARY AVERAGES

1978-79, 1981-82

	1978-79		1981-82	
Institution[3]	**Actual Salary Average**[1]	**Percent of Benchmark**[2]	**Actual Salary Average**[1]	**Percent of Benchmark**[2]
Doctoral 1A				
University of Virginia	23,207	102.7	29,515	101.9
Virginia Commonwealth University[4]	19,135	84.7	25,804	89.0
VPI and State University	22,097	97.8	28,118	97.0
Doctoral 1B				
The College of William and Mary	20,426	97.1	25,798	95.7
Doctoral 1C				
George Mason University[5]	18,305	89.9	25,212	97.3
Old Dominion University	18,812	92.4	24,366	94.0
Comprehensive Masters				
James Madison University	17,736	90.0	22,609	89.4
Longwood College	16,600	84.2	21,488	84.9
Mary Washington College[6]	17,029	86.4	21,715	85.8
Norfolk State University	17,370	88.2	22,233	87.9
Radford University	17,456	88.6	22,152	87.6
Virginia State University	17,106	86.8	21,104	83.4
Baccalaureate				
Christopher Newport College	17,621	101.0	22,229	97.1
Clinch Valley College	16,302	93.4	20,796	90.9
Specialized				
Virginia Military Institute	19,195	90.4	23,819	90.6
Two-Year				
Virginia Community College System	15,382	83.6	19,863	84.3
Richard Bland College	16,675	90.7	20,835	88.5

[1] Provided by the Department of Personnel and Training.

[2] Source: HEGIS 2300-3 Salaries, Tenure and Fringe Benefits of Full-Time Instructional Faculty, 1978-79, 1981-82.

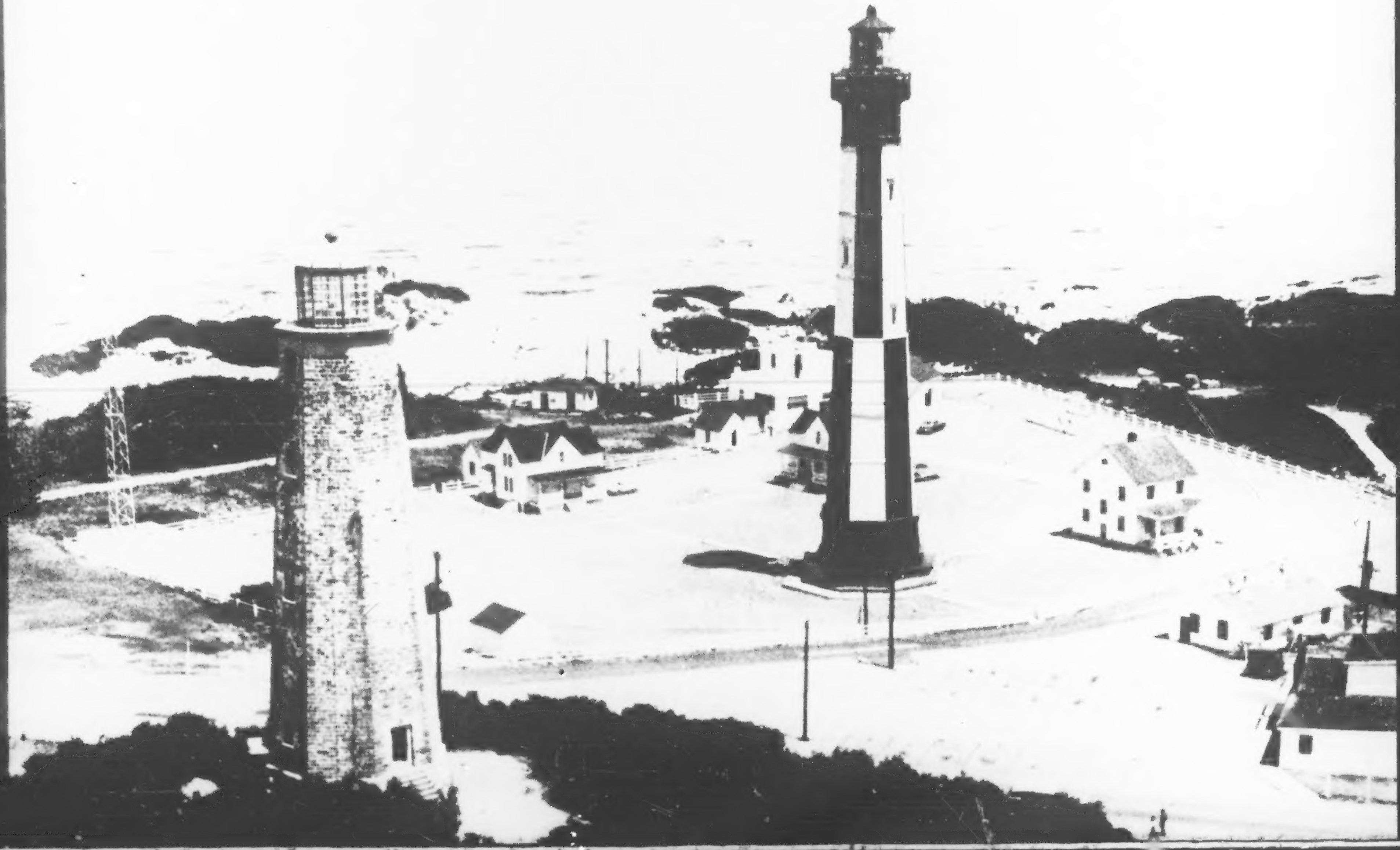
[3] Classification parameters in place for 1982-84 used for both years.

[4] Institution moved to 1A classification in 1980-82 biennium.

[5] Institution moved to 1C classification in 1980-82 biennium.

[6] Institution moved to Comprehensive Masters classification in 1980-82 biennium.

Institutional Narratives — Public Institutions



The institutional narratives of the state-supported institutions are an essential component of the *Virginia Plan for Higher Education* because they provide a historic perspective on each institution as well as an indication of the institution's future aspirations. Each narrative, along with the institution's data profile which appears in Volume II of the *Plan*, presents a clear indication of the institution today and what it hopes to be in the future.

In preparing the narratives, Council of Higher Education staff worked closely with the presidents and other principal administrators of the colleges and universities to ensure uniformity in format and the inclusion of comparable information. Each narrative has four parts.

The first part describes the history and development of the institution from its establishment to the present. The second contains a statement on the purpose of the institution. In most instances, the statement is an abbreviated version of the institution's full statement; space did not permit the use of the full statements.

The third part indicates the extent of the institution's instruction, research, and public service activities. These three activities are generally considered the principal functions of higher education. Finally, the fourth part discusses the institution's future plans to 1992. This section, in particular, offers an insight into institutional aspirations.

The institutional narratives are presented in alphabetical order. Because of the critcal importance of these narratives, each statement, as it appears in this update, has been approved by both the individual institution and the Council.

Christopher Newport College

Newport News

History and Development of the Institution

In 1960 the General Assembly of Virginia established Christopher Newport College as a non-residential branch college of The College of William and Mary and located it in Newport News. Subsequently, the Board of Visitors of The College of William and Mary authorized the branch institution to offer a lower-level undergraduate liberal arts curriculum leading to the Associate of Arts degree. From 1961 to 1969, the College matured as a two-year institution, and in 1969 the Board received approval from the General Assembly to broaden the role of the College by adding upper-level curricula leading to the two degrees, Bachelor of Arts and Bachelor of Science. Between 1969 and 1976, the College initiated several specialized baccalaureate programs leading to the degrees Bachelor of Science in Business Administration, Bachelor of Science in Information Science, and Bachelor of Science in Governmental Administration.

In its 1976 session, the General Assembly of Virginia established Christopher Newport College as a four-year baccalaureate institution, independent of The College of William and Mary. The operation of the College was transferred to the Board of Visitors of Christopher Newport College, a 14-member board appointed by the Governor of Virginia, on July 1, 1977. The College has since implemented additional programs of study leading to two additional degrees: Bachelor of Science in Accounting, and Bachelor of Music. It has organized its twenty academic departments into three schools: Letters and Natural Science, Business and Economics, and Social Science and Professional Studies. The College offers a total of thirty-nine different majors and concentrations under seven baccalaureate degree programs.

In September, 1961, the College enrolled an initial student body of 171 at its original location, the John W. Daniel School, a former public school building in downtown Newport News. In 1963, the City purchased and deeded to the Commonwealth the 75-acre tract which is now the campus of Christopher Newport College. Over the years the on- and off-campus student body of the College has grown to more than 4,300. Nine modern buildings with more than 300,000 square feet of floor space have been erected on its new campus. A total annual operating budget of approximately $10,000,000 supports its overall operation.

The College draws many of its students from the Virginia Peninsula and the surrounding counties beyond the York and James Rivers. In the recent past, increasing numbers of students from Norfolk, Virginia Beach, and Chesapeake have augmented this majority. The student body has been, and is, a blend of full-time and part-time students, degree-seeking and unclassified students, and permanent as well as transient residents of Tidewater. While elements of the blend have remained constant, the relative proportions have changed annually. The 1982-83 student profile illustates the present state of the mix: 44 percent male, 56 percent female; 40 percent age twenty-one or less, 17 percent age thirty-five or more; 90 percent in-state, 10 percent out-of-state; 60 percent transfer, 40 percent "native" to CNC; 47 percent full-time, 53 percent part-time; 85 percent white, 15 percent nonwhite; 65 percent degree-seeking, 35 percent unclassified. One of the most remarkable features of the student body is the cosmopolitan flavor that derives from its large number of transfer students. In the fall semester, 1982, for example, they numbered 2,564 and represented more than six hundred (600) accredited colleges and universities--including at least one college or university in each of the fifty states and the District of Columbia.

As of the fall semester, 1982, 115 persons held academic rank as faculty in the twenty academic departments of the College. These 115 persons held 302 earned degrees, 76 of which were earned doctorates. These 302 earned degrees were earned at colleges and universities in thirty-nine of the fifty States of the Union, the District of Columbia, and eight foreign countries. This regular corps of instruction is augmented by an adjunct faculty drawn from the region served by the College. The adjunct faculty includes prominent and highly respected members of the Commonwealth's industrial, commercial, professional, scientific, and artistic communities; and it contributes significantly to the strength, breadth, and diversity of the College's academic presence.

Purpose of the Institution

Christopher Newport College is a public, urban, non-residential, coeducational, comprehensive undergraduate college. The purpose of the College is "to lead its students toward freedom in thought and action; hence, to be an informed transmitter and interpreter of the past and an intelligent developer of the present and future." To these ends, it has organized its programs to affirm the methods, values, and insights of the traditional liberal arts disciplines, and the importance and promise of the rapidly evolving areas of high-technology, human service, and professional studies.

The College believes that it has a special responsibility to offer academic programs and educational services appropriate to a mobile, urban, technological, commercial, and increasingly sophisticated society. These emphases are shown in the College's range of degree programs; in its cooperative agreements with area colleges and universities; in its student transfer arrangements with the Virginia Community College System; in its policies governing admission, transfer, and graduation; and in its counseling programs and continuing education activities.

The College also recognizes its obligation to extend its resources throughout the service area by offering course work and other services at suitable off-campus locations; and it is committed to the development of courses and services which turn the best resources of the Peninsula -- its museums, research centers, and people -- into educational advantages beneficial to the Commonwealth.

The Role of Instruction, Research, and Public Service Within the Institution

The priorities of Christopher Newport College are, in order, instruction, public service, and research. The College provides classes throughout the year: day and evening, weekday and weekend, on-campus and off, credit and non-credit. Public service activities include a monthly business and economic newsletter, a speaker's bureau, several community concert series and theatre productions, a faculty radio forum, community development programs, consulting services, and adult education, recreation, and leisure programs designed by the Office of Continuing Studies. The College's research activities have resulted in the establishment of cooperative relationships with the National Aeronautics and Space Administration, the Virginia Associated Research Campus, the Mariners' Museum, and various social and business agencies in the community. The annual dollar value of research conducted in conjunction with the College regularly exceeds $100,000.

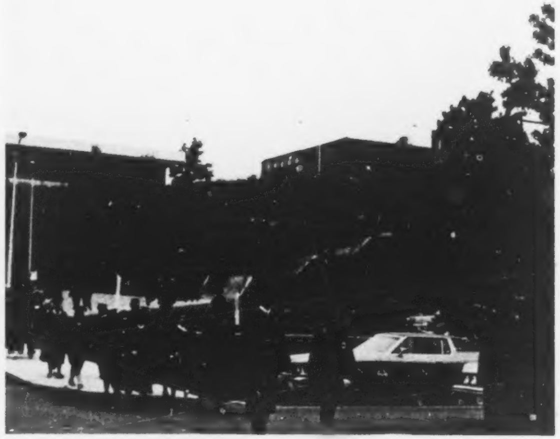
The Institution's Future Directions to 1992

By the turn of the century, the College expects that the student body will exceed 5,000 students. The College intends to pursue the development of a few new undergraduate programs, such as an articulated Bachelor of Science in Nursing degree which would be offered jointly with the Riverside Hospital School of Professional Nursing. It also envisions undergoing a status change to permit it to offer programs of study and confer degrees at the master's level. The College is committed to continue its evolution as an institution for non-traditional students, as a lifelong learning center for the citizens of its expanding service area, and as a focal point of both pure and applied research activity.

The College anticipates that the coming decade will require a building program designed largely to modify existing structures to accommodate expanding and changing functions.

Clinch Valley College of the University of Virginia

Wise



History and Development of the Institution

Clinch Valley College of the University of Virginia, begun in 1954 as a branch of the University, became a two-year college in 1959 and a four-year college in 1968. The first Bachelor of Arts degrees were awarded in 1970 and the first Bachelor of Science degrees in 1973. In the fall of 1983 the College registered a total of 1,338 on and off-campus students of whom 768 were full-time and 570 were part-time. Of these students, 1,281 were from Virginia, and 57 were from outside the state. Until the early 1970's the College served primarily commuting students from the local area and had little on-campus housing. In the last few years, increasing numbers of students from outside the area have been attending the College. Forty percent of the full-time students live on campus.

The College has four academic divisions: Education and Psychology, Humanities, Mathematics and Sciences, and Professional and Social Sciences. Approximately one-third of the graduates receive certification to teach, and a relatively high percentage of students elect a major in one of the professional areas, particularly in business.

Since its beginning, the College has been a part of the University of Virginia. On academic matters, the College reports to the University of Virginia through the provost.

Purpose of the Institution

Clinch Valley College was initially established to provide post-secondary educational opportunities to citizens of far southwestern Virginia. Unlike the situation in some areas of the Commonwealth, the closest senior, state-supported institution is 150 miles away; therefore, Clinch Valley continues to play an important role in providing educational opportunities to its region of the State. The College offers baccalaureate programs in a number of liberal arts areas and also in the professional areas of business, education, and medical technology, all of which have a firm liberal arts basis. A relatively high percentage of the students attending the College come from the counties of Lee, Wise, Scott, Dickenson, Buchanan, Russell, Tazewell, and Washington. However, a number of students also attend from the Norfolk area and the area around the District of Columbia. The College is located on approximately 400 acres of land on the edge of the town of Wise. The College began offering continuing education courses in the fall of 1977. These courses now account for 7 percent of the credit hours in the College.

Since its inception the College has included in its mission a commitment to serve the students from the part of Virginia that lies in the Appalachian Mountains. The programs of the College are comparable to programs in other institutions with similar degrees; however, the programs also recognize and accommodate the cultural characteristics of students from the local area. The College has developed a mining management program to serve the mining industry, which is the primary industry in the service area of the College.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The College's instructional emphasis is to provide its students with a basic liberal education, although in the professional programs the special skills essential to the particular professions are also stressed. The College offers 14 baccalaureate degree programs and three two-year certificate programs.

Instruction is the primary mission of the College, and very little research is conducted by the faculty of the College. The College recognizes its public service responsibilities to the citizens of southwestern Virginia by offering cultural programs in the arts and humanities and a variety of non-credit courses, seminars, and programs through the Office of Continuing Education.

The Institution's Future Directions to 1992

Clinch Valley College expects its enrollment to remain constant in the next decade. At the same time, little change is anticipated in the number and type of academic degree programs offered. A computer science program has been proposed; if approved, it would begin in 1986.

The College of William and Mary

Williamsburg

History and Development of the Institution

The College of William and Mary, founded by royal charter in 1693, is the second oldest institution of higher learning in the United States; after the American Revolution, it continued under private auspices. The College first received support from the Commonwealth in 1888, and in 1906, by act of the General Assembly, became a state institution with its Board of Visitors appointed by the Governor. In 1968 the State Council of Higher Education recognized William and Mary as a university. The Board of Visitors of the College also has responsibility for a two-year branch college, Richard Bland, located in Petersburg.

William and Mary today is a coeducational state university serving the Commonwealth and the nation. It consists of the Faculty of Arts and Sciences and the Schools of Business Administration, Education, Law, and Marine Science. Besides the baccalaureate in arts, science, and business administration, the College offers the master's degree in 14 fields and the doctorate in five, in addition to the Juris Doctor in law. The undergraduate student body numbers approximately 4,700; the graduate and advanced professional enrollments number 1,600 students. Approximately 70 percent of the students are from Virginia; the remainder at present are from some 45 states and foreign countries.

Although the main campus of William and Mary is in Williamsburg, the Virginia Associated Research Campus in Newport News and the Virginia Institute of Marine Science at Gloucester Point are both integral parts of the College of William and Mary.

Purpose of the Institution

William and Mary is, according to the institution, "a community of scholars seeking to expand the sum of human knowledge and to communicate that knowledge to all who wish to know." As such, the institution notes that it "offers individuals the opportunity to acquire a broad understanding of the human condition through a liberal education and to add to the knowledge underlying that understanding by pursuing their intellectual and professional interests as far as possible within the resources at the institution's command."

To achieve its goal, William and Mary's primary mission is to offer a highly selective full-time residential undergraduate program of national repute. In addition it offers graduate and advanced professional programs in selected fields appropriate to its history and location. About 85 percent of the undergraduates are in arts and sciences and education, the remainder in business administration; all undergraduate students receive in their first two years a firm grounding in liberal studies. William and Mary emphasizes close faculty-student interaction and, in this regard, provides relatively small classes at the undergraduate level. At the same time, the existence of post-baccalaureate programs in selected areas brings to the entire College the benefits normally associated with larger institutions, such as the stimulation of research and publications and access to additional library and laboratory facilities.

At the advanced level, William and Mary offers the Juris Doctor and doctorates in history, marine science, psychology, physics, and three areas of education. The Marshall-Wythe School of Law traces its ancestry to studies in the law first offered at the College in 1779. The education program has been of importance to Virginia since 1906 when the Commonwealth assumed responsibility for the College with a primary objective to ensure a source of trained public school teachers throughout the state. In its history program William and Mary benefits from its significant library holdings on the early years of this country, from the growth of Williamsburg as a center for historical research since the founding of the Colonial Williamsburg Foundation in 1926, and from the campus presence of the Institute of Early American History and Culture. The Doctor of Psychology Program is offered jointly by William and Mary, Old Dominion University, and the Eastern Virginia Medical Authority, in close association with Norfolk State University and the Eastern State Hospital, which was founded in 1771.

For half a century William and Mary has made the marine interests of the Commonwealth a special concern, initially through the Virginia Fisheries Laboratory and subsequently with the Virginia Institute of Marine Science at Gloucester Point. The College's highly respected Ph.D. program in physics and its program in computer science are closely associated with the National Aeronautics and Space Administration's Langley Research Center in Hampton. William and Mary also offers the professional degrees of Master of Business Administration and Master of Education, and master's degrees in American Studies, anthropology, applied science, biology, chemistry, education, English, government, history, law and taxation, marine science, mathematics, physics, psychology, and sociology.

Extent of the Institution's Mix of Instruction, Research, and Public Service

William and Mary's instructional emphasis is on providing its undergraduate students with a general liberal education, and its graduate and advanced professional students the special skills needed for service in the public and private sectors.

William and Mary conducts both basic and applied research. Its research activity involves both contracts for programs and individual grants to faculty members. In 1982-83 the College, including its Virginia Associated Research Campus and the Virginia Institute of Marine Science (merged by statute with the College in 1979), received approximately $8 million in research funds.

William and Mary recognizes its public service responsibility to the Commonwealth by offering educational and cultural programs through the Office of Special Programs; an extensive marine advisory program; and expert consultation in a variety of educational, scientific, legal, and business fields.

The Institution's Future Directions to 1992

William and Mary intends to remain relatively stable in enrollment and in the number and type of academic programs offered. During the next decade, its enrollment will likely increase by about 400 students, while any additional program offerings will emphasize areas in which it can make a unique contribution to the Commonwealth. With limited enrollment and highly selective admissions, it has a commitment to competitive excellence in all of its educational offerings.

George Mason University

Fairfax

History and Development of the Institution

With the nation's capital at its doorstep, George Mason University, the State University in Northern Virginia, is in the mainstream of the political, artistic and professional life of the country.

A young, vigorous institution building toward the future, George Mason University is, however, rooted in the academic traditions of Virginia. Established in 1957 under the aegis of the University of Virginia, it was named George Mason College after the Virginia statesman and patriot. The 1966 General Assembly changed its status from a two to a four-year institution. The college granted its first bachelor's degrees in 1968 and the first master's in 1971. On April 7, 1972, following further legislative action, it became an independent state institution.

The year 1979 was a milestone for this rapidly developing university. The General Assembly authorized the acquisition of a School of Law; in 1980, it granted doctoral status to the university. The first doctoral degree was conferred in 1983.

The university grants 88 undergraduate, graduate and professional degrees, including a law degree, the juris doctor. Doctoral degrees are offered in economics, education, environmental biology and public policy, applied psychology and public administration.

With more than 850 full and part-time faculty members, the university serves nearly 15,000 on- and off-campus students through the College of Arts, the College of Professional Studies, the School of Business Administration, the Graduate School, the School of Law and the Division of Continuing Education. In addition, over 6,000 students enroll for the summer session.

In its early days, George Mason University primarily served commuting students from Planning District Eight. Though it still has on-campus housing for only 1,000 students, its current student body enrolls students from 31 states and 68 foreign countries. Of the 14,930 on and off-campus students who attended George Mason in 1982-83, 7,309 students were full-time and 7,621 were part-time. The median age of full-time students is 21 for both males and females. For part-time students, it is 27 for males amd 30 for females.

There are more than 100 recognized student organizations serving a student body of great diversity and interests. In four years, student life on the campus has assumed the characteristics of a metropolitan university.

Purpose of the Institution

George Mason University provides a rigorous traditional education enabling students to develop critical and analytical thinking. The university seeks to prepare students to interpret the complex questions facing them and society. It further seeks to meet the needs of students by providing the opportunity for innovative educational methods and programs, and it will enhance these programs with undergraduate, graduate and professional courses of study that are cross-disciplinary.

Its faculty must excel in teaching, be active in pure and applied research, and be responsive to the needs of the community.

Northern Virginia is a complex setting for a public university. With a population of more than one million, the region is largely suburban. The Northern Virginian lives and works in an environment combining historical and contemporary significance. Mt. Vernon, Washington's estate, and Gunston Hall, home of George Mason, exemplify the tradition of an area that now also includes the United States Division Offices of Mobil Corporation, the AT&T Long Lines Division, IBM, the National Technical Information Services, BDM, the Central Intelligence Agency, the U. S. Geological Survey, and Wolf Trap Farm Park for the Performing Arts.

Extent of the Institution's Mix of Instruction, Research, and Public Service

George Mason University is pursuing four complementary paths: the creation of a strong and vital undergraduate program to ensure the full development of its students; an anticipation of the needs of the future through an emphasis on high technology; an exposition of the public policy implications of new societal directions; and a promotion of the cultural needs of the region through an emphasis on the visual and performing arts.

The University views research as an integral part of the educational enterprise involving both students and faculty. To encourage research, the George Mason Institute has been established to work in partnership with private industry and other appropriate public and private organizations for mutual benefit in the application and advancement of science and computer technology. To support research of public policy issues, the university has established the Public Management Institute, and the Center for Government, Society and the Arts and has recently acquired the prestigious economics research group, the Center for Study of Public Choice.

The University is a partner in the development of the cultural and intellectual life of the surrounding community. During 1982-83, there were more than 15,000 participants in the workshops, conferences and short courses organized by the Division of Continuing Education. The University also offers a wide variety of plays, orchestral and dance concerts, art exhibits and lectures for community enjoyment.

The Institution's Future Directions to 1992

Rooted in the past, but understanding the needs of the region and future development of the Commonwealth, George Mason University is poised to meet the challenges of the coming decade. It is exploring new approaches to a variety of needs: a new curriculum for undergraduate education; new advanced degrees supportive of the Information Age; new openings on the cutting edge of telecommunications; new arrangements between the corporate world and higher education; and new cooperative arrangements with other areas of state government.

Looking toward the 21st century, the university will begin offering a doctoral program in information technology in 1985. This is supported by six master's degrees in fields dealing directly with the technological challenges of the future. A comprehensive internal assessment has sharpened the foci of the University and enabled it to emerge stronger and richer in talent. George Mason University has set its goals and is preparing to meet the challenges not only of the 1990s, but of the new century to follow.

James Madison University

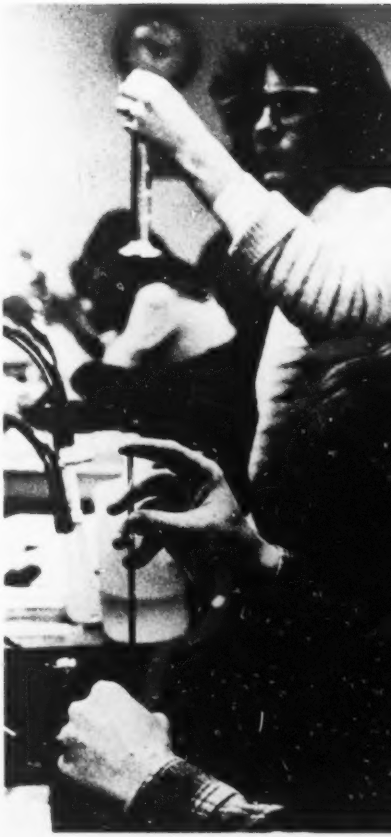
Harrisonburg

History and Development of the Institution

James Madison University was founded in 1908 by the Virginia General Assembly as the State Normal and Industrial School for Women at Harrisonburg. At that time four years of high school work as well as two years of post-high school work were offered. The institution was renamed the State Normal School for Women at Harrisonburg in 1914. In 1924, when the General Assembly designated the four state normal schools as teachers' colleges, the institution became known as the State Teachers' College at Harrisonburg.

Authorization to award the baccalaureate degree was granted the school in 1916. High school courses were deleted in 1920-21, and the curriculum was broadened over the next decade to include a wide range of courses in the liberal arts. With the advent of an expanded curriculum, the General Assembly in 1938 renamed the institution Madison College in honor of President James Madison. Authorization to award the master's degree was granted in 1954. In 1966, by legislative action, Madison College became fully coeducational. Continued growth and changes at the institution resulted in it achieving university status, which was recognized by the 1977 General Assembly when the institution became James Madison University.

James Madison University is a coeducational, regional university of nearly 9,100 on-campus students, 80 percent of whom are from Virginia. In order to gain admission, students must be both academically prepared and potentially able to contribute to the diversity of the University community. As a predominantly undergraduate institution, the curriculum offers a strong program of general studies which prepares a student for majoring in the standard fields of the humanities, sciences, education, nursing, and business, as well as for careers in the arts, communication, and the media. The academic programs are offered in the College of Letters and Sciences, the S
Business, the School of Education an
Services, the School of Nursing, and
Fine Arts and Communication. The
School administers all graduate prog
University. The University offers the
degree in a number of academic and
fields, and the Education Specialist d
psychology.



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Purpose of the Institution

James Madison University is a liberal arts university with a strong commitment to professional and pre-professional programs. The University's major emphasis is at the undergraduate level; however, the graduate program is also strong and growing. Graduate programs are proposed when the programs can provide an effective service to the community or when particularly excellent undergraduate programs can be extended into a position of regional and national recognition. As a regional university, James Madison attracts students from throughout the State, in particular those living in the Shenandoah Valley, and the State's urban areas of Northern Virginia, Tidewater, Richmond, and Roanoke.

The student body at James Madison University is heterogeneous; the University makes a conscious effort to attract a diverse student body on the premise that a student's total education is greatly enhanced by exposure to many different types of people from divergent backgrounds.

The University is primarily a residential campus, with the majority of its undergraduates living in University housing. A wide range of social, extracurricular, and dormitory programs are available to students to augment classroom instruction and result in total education for the student.

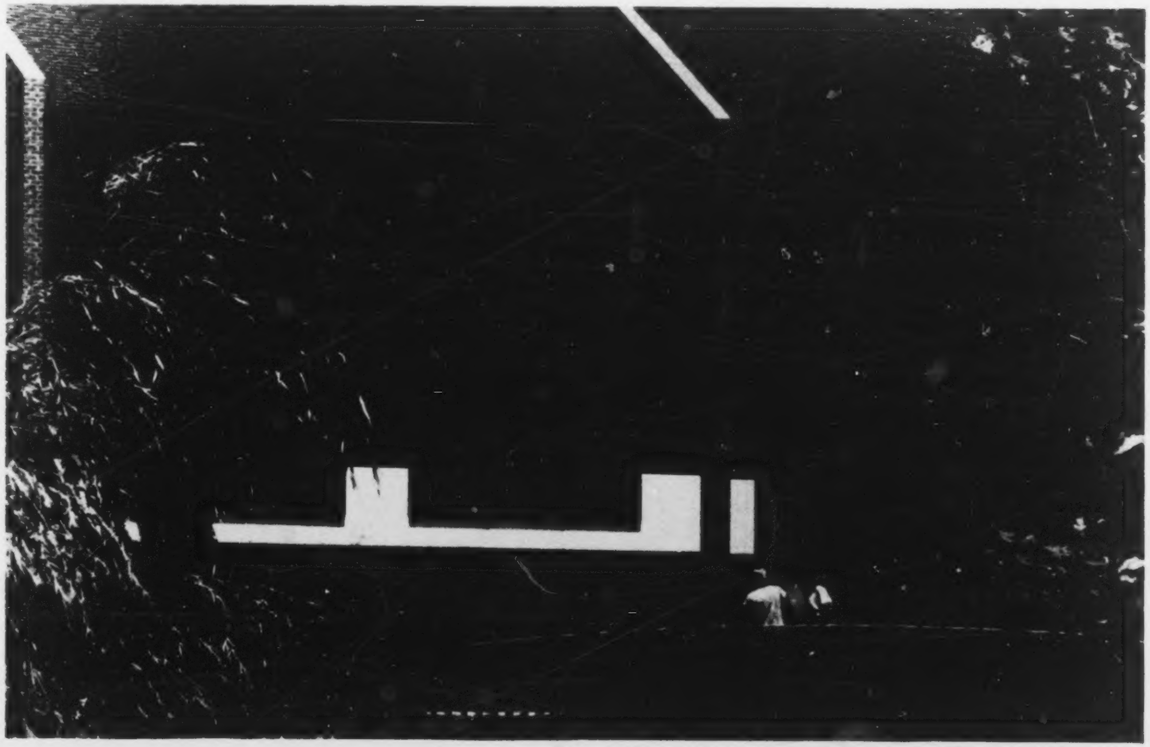
The University is dedicated to the belief that an enduring and meaningful educational experience must be based on exploration of one's cultural heritage and contemporary life through general studies in the liberal arts and sciences. The University is also committed to the preparation of its students for success in a chosen occupation or profession. The University has a special commitment to preparing its students for rapid changes in society.

Extent of the Institution's Mix of Instruction, Research and Public Service

The University's major commitment is to superlative teaching. It recognizes that a sound educational effort emphasizes a spirit of honest inquiry, both in the classroom and elsewhere.

The importance of research and public service, however, is also recognized. All types of research are encouraged on the James Madison University campus, although the University normally concentrates on research which shows promise of immediate and direct benefit to the academic program. The University is engaged in a variety of public service activities benefiting professional groups and industrial, commercial, and educational communities, as well as cultural programs which benefit the general community.

James Madison offers 70 academic programs at the undergraduate level, 30 at the master's level, and the Education Specialist in school psychology. Approximately $500,000 in grants are received annually to support research in the areas of the arts, natural sciences, social sciences, business and education.



The Institution's Future Directions to 1992

The future of the academic program at James Madison University will be dictated by the needs of society. Continuing efforts will be made to anticipate the particular areas of expertise that will be in demand in the future, and the University's curriculum will be adjusted accordingly.

The University intends to use its traditional strength to meet the needs of the future. Future needs will be met, in large part, not by seeking out new directions in subject matter but by adjusting existing subject areas in different ways to support societal and student needs.

Emphasis on the improvement of institutional programs will continue, as will attention to research and public service--particularly as those activities effect the teaching mission. In the interest of public service, James Madison University recognizes the growing educational needs of the adult population. Existing programs will be expanded as necessary to support those needs. The University expects to be comprehensive at the bachelor's and master's levels in all areas where James Madison has traditionally shown strength with respect to contributing to the higher educational objectives of the Commonwealth.

Longwood College

Farmville

History and Development of the Institution

Longwood College originated from the Farmville Female Seminary Association, which was incorporated by the General Assembly of Virginia on March 5, 1839. The College acquired its present name in 1949, after having been known as the State Normal School (1884-1914), the State Normal School for Women (1914-24), and the State Teachers' College at Farmville (1924-49). Until 1949, the institution was primarily a teacher-education institution for women. Concurrent with its last name change, Longwood began a diversification of program opportunities that has led to its current status as a comprehensive college for men and women with academic programs available at the bachelor's and master's levels.

Today, Longwood College is a state-supported, coeducational, comprehensive college located in a rural setting. It has a combined fall off-campus and on-campus enrollment of over 2,700 students. Of these about 91 percent are in-state and 80 percent are residential. The distribution of students by sex is 70 percent female; by race, eight percent minority. In addition, the College has 1,100 non-credit summer and fall enrollments and 1,200 summer term enrollments for credit.

Approximately 35 percent of the students graduating from Longwood College earn certification to teach. The remaining students are enrolled in the other primary programmatic areas of liberal arts, business administration, social work, therapeutic recreation, and pre-professional studies.

The College is organized academically into 15 departments. At the master's level, the College offers advanced work in education (Master of Science) and English (Master of Arts). There are seven undergraduate degrees: Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Fine Arts, and Bachelor of Music Education. There are 27 major programs at the bachelor's level.

In addition to its self-contained programs, Longwood has developed a number of cooperative programs with other institutions, both within and beyond the borders of the State. In most cases Longwood does not serve as the degree-granting institution but provides the foundation courses for work completed at the cooperating institution. In addition, a cooperative program with Hampden-Sydney College allows students from either college to take classes at the other. Longwood cooperates with a large number of public and private institutions within the State in programs that provide intern opportunities for students in education, business administration, government, social work, therapeutic recreation, and home economics.

Purpose of the Institution

The primary educational objective of Longwood College is to provide a curriculum distinguished by academic excellence. The College believes that this goal is best achieved by a close interrelationship between teaching excellence and scholarly research. As an institution of higher education, the College is further dedicated to serving the citizens of Southside Virginia by providing enriched cultural opportunities to the area.

The primary areas within the Commonwealth from which the institution attracts students are Richmond, Northern Virginia, Southside Virginia, and Virginia Beach. Outside the state, students come primarily from New York, Maryland, New

Jersey, Connecticut and Pennsylvania. Students also attend the College from a limited number of foreign countries.

As a member of the Central Virginia Consortium for Continuing Education, Longwood offers approximately 25 off-campus courses per year in the adjoining counties and in Lynchburg and South Boston. An estimated 400 students are attending these programs.

Longwood is one of the graduate comprehensive colleges in Virginia's diverse system of higher education and is the only small, primarily residential college located in a rural setting. Its central location in the state and its affiliation with a small town provide students with an opportunity to share in a unique educational experience. The proximity of three larger cities also provides opportunities for urban, social, and cultural life for the student body.

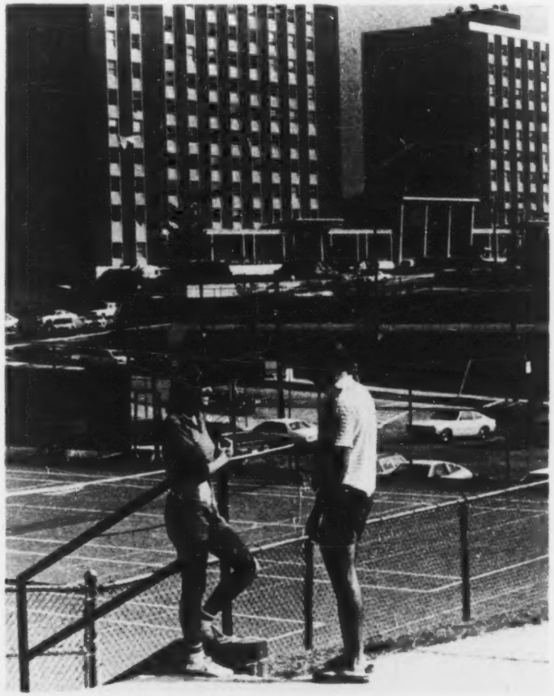
Extent of the Institution's Mix of Instruction, Research, and Public Service

The primary goal of Longwood College is to provide its students with instruction of high quality. For this reason, most of the institution's resources are allocated to this effort. The College recognizes, however, that quality instruction and professional activity, especially research, are closely related. Therefore, efforts are made by members of the college community to engage in meaningful research. The College serves its nearby community through its conference center, through exhibits and performances in the College's facilities, through committee work by faculty, through workshops and courses on community concerns, and through opening its athletic facilities to local recreation needs.

The Institution's Future Directions to 1992

Longwood expects a modest increase in enrollment through 1992. Including on- and off-campus credit courses it is estimated that 3,000 students will be enrolled at Longwood by the end of the 1980's. In addition, non-credit enrollments are expected to double to about 2,200 and summer enrollments for credit are expected to rise to 1,500.

The development of a wide variety of weekend, evening, and summer offerings on campus is in progress. Elderhostels, alumni workshops, courses for employees of the region's industries, and many conferences and workshops will provide educational opportunities for senior citizens, graduates, potential undergraduates, and intermittent attenders.



The number of minority students is expected to double, and the number of males is expected to be nearly half the population. The College intends to review its admission practices yearly and to make such changes in standards as are appropriate.

Longwood has received approval to initiate a special education program. It also is examining several other options, focusing upon those programs for which Virginia's estimated demand considerably exceeds its estimated supply.

Expansion of computer literacy will be a primary concern of the institution during the 1980's. Judicious use of computer-assisted instruction throughout the College will enhance each academic program. Such instruction will not only enable the institution to make more efficient use of teaching time, but also provide an atmosphere of computer awareness for all students, which is essential for a broad-based understanding of the modern technological society.

Of equal importance, the College will renew efforts to establish cooperative programs with the public schools of the surrounding counties. Building upon its affiliation with the Southside Consortium for Special Education, Longwood plans to strengthen its offerings in special education to assist the counties of Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, Nottoway, and Prince Edward in providing educational opportunities for children with exceptional learning conditions.

Mary Washington College

Fredericksburg

History and Development of the Institution

Mary Washington College was founded in 1908 as the State Normal and Industrial School for Women in Fredericksburg and became affiliated with the University of Virginia in 1944 as its women's undergraduate liberal arts college. In 1970 the College became coeducational and in 1972, by action of the General Assembly of Virginia, the College became an independent, state-supported institution with its own governing board.

The College is primarily an undergraduate institution with the large majority of its students living on campus. Its limited graduate offerings are designed for part-time, commuting students. Through an emphasis on quality, Mary Washington attracts students from all areas of Virginia, particularly the urban areas of Northern Virginia, Richmond, and Tidewater. Approximately 25 percent of its dormitory students are from other states and foreign countries, with the largest proportion coming from Southern, Middle Atlantic, and New England states. Located in the middle of a rapidly growing Washington-Richmond "urban corridor," Mary Washington serves the educational needs of both a full-time and part-time commuting clientele through the use of its resources in the evenings and on weekends.

The College is organized into academic departments of one or more disciplines and offers 35 undergraduate programs in the liberal arts and sciences and compatible professional fields leading to the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Medical Technology, and Bachelor of Liberal Studies. It also offers a master's degree program in business administration and an interdisciplinary graduate degree, the Master of Arts in Liberal Studies.

To fulfill the needs and interests of citizens in the region through the most effective use of existing resources, Mary Washington works in close cooperation with its neighboring state-supported institutions in planning and implementing new higher educational opportunities.

Purpose of the Institution

Mary Washington has historically focused on the liberal arts and sciences with the pursuit of academic excellence as the core of a value system which is emphasized throughout the College. This commitment to excellence and liberal learning will continue in the years ahead.

Believing that a broad liberal education based upon freedom of inquiry, personal responsibility, and intellectual integrity is the best preparation for citizenship and career, the College requires its undergraduates to pursue studies in the arts, the humanities, and the sciences as a necessary supplement to their concentration in a particular field.

As a small, predominantly residential, undergraduate institution of the liberal arts and sciences, Mary Washington is distinctive within the Virginia system of higher education by providing a small college alternative to qualified students.

Mary Washington is sensitive to the educational needs of the citizens within its commuting region and has established undergraduate and graduate degree programs designed especially for adult part-time students. The College will continue to assess its full-time and part-time offerings and, when

needed, propose curriculum changes to fulfill its continuing education commitment to the population within the area.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The College has adopted as its most pervasive and important function the provision of instruction of the highest quality. The goal of that instruction is to offer students learning opportunities that will provide them with a sound general education, sensitize them to their responsibilities as citizens in the broader community, offer them the means to achieve the highest possible degree of self-realization, and enable them to develop the skills and abilities necessary for life-long learning and productive and creative lives.

The College encourages individual and departmental research necessary to support the teaching processes and the undergraduate and graduate academic programs of the institution.

Mary Washington's public and community service activities offered on-and-off-campus provide citizens with continuing educational opportunities and assist in meeting special community needs. The College's "Center for Historic Preservation," designed to support the undergraduate degree program in historic preservation and to provide specialized services to preservation-related organizations and interested individuals, is unique within Virginia and the region.

The Institution's Future Directions to 1992

In the decade of the 1980's, as the College evaluates its offerings, it will build upon its high quality liberal arts and science programs and propose curricular additions specifically designed to meet new and increased demands. Mary Washington will continue to emphasize residential undergraduate liberal education and will also offer, within the liberal arts context, a limited number of compatible undergraduate and master's level programs designed primarily for commuting students.

Norfolk State University

Norfolk

History and Development of the Institution

In response to a growing demand for higher education in the Tidewater region, Virginia Union University established a Norfolk unit in 1935. Following a rapid expansion of this unit's responsibilities, Virginia Union University relinquished control in 1942 to the newly-chartered Norfolk Polytechnic College. The Commonwealth's interest in the fledgling school began in 1944 when the General Assembly adopted legislation merging it with what was then the Commonwealth's single traditionally black state-supported institution, Virginia State College. Nurtured by this new partnership, the two-year division of Virginia State flourished for more than two decades, expanding enrollment and curricula while gaining permission to offer the bachelor's degree in 1956. After receiving a gift of 50 acres of land from the City of Norfolk, the Norfolk Division of Virginia State College had adequate space to accommodate its burgeoning enrollment and diverse academic programs.

The Virginia General Assembly established an autonomously operated Norfolk State College in 1969. In recognition of the new College's broadening mission, the Virginia General Assembly elevated the College to university status in 1979.

Norfolk State University is a co-educational urban institution offering courses of study in the liberal arts and sciences, technology, nursing, and other fields leading to professional degrees at the associate, bachelor's, and master's levels. The fall 1982 on- and off-campus enrollment topped 7,300, with more than 90 percent of those students being Virginia residents. Nearly 65 percent of the students are life-long residents of Tidewater while the remaining 35 percent come from elsewhere in Virginia, the United States, and 34 foreign countries and territories. During the past five years, the University student enrollment has grown an average of nine percent annually, a trend expected to continue in the foreseeable future. The student body ratio of men to women is approximately 5:6.

The University offers a broad range of academic disciplines (especially business, education, social work, mass communications, and the natural and physical sciences) which have strong student appeal. The academic programs are offered through nine schools and 30 departments.

At the bachelor's level, program emphases lie in the sciences, allied health professions, urban planning, business, technology, and education. At the master's level, the institution continues to develop its human resources program, including urban affairs, gerontology, communication, special education, community psychology, fine arts, and business. Future plans call for proposing further development of programs in these fields.

In order to enhance access to upper level degree programs, Norfolk State University has entered into extensive, formal student transfer agreements with more than a dozen community colleges in Tidewater and beyond. Transfer agreements also have been developed with Old Dominion University, the Virginia Polytechnic Institute and State University, and Christopher Newport College. The most extensive credit exchange arrangement exists with Old Dominion University, featuring an innovative program of inter-campus registration and matriculation. Moreover, the University is a partner in a doctoral program in clinical psychology with the Eastern Virginia Medical School, the College of William and Mary, and Old Dominion University.

Purpose of the Institution

Through the years, Norfolk State University has enlarged its historical purpose of extending services to black Virginians to encompass all citizens in the larger community. The University will continue to identify, encourage and cultivate the non-traditional student seeking development of his or her full academic potential. The University strives to maintain high academic standards while developing alternative models for higher education.

The University offers special programs available nowhere else in Virginia and is home to the nation's largest female Reserve Officer Training Corps unit. The men's ROTC contingent is, likewise, the largest of any non-military school in the state. Additionally, the University recently became a partner in the tripartite Hampton Roads Naval ROTC program with Hampton Institute and Old Dominion University.

Although the University's primary service area is the Tidewater metropolis, its mission extends throughout the Commonwealth and the nation. Numerous courses and special programs are made available to distant students through the activities of the School of General and Continuing Education. Offering a wide selection of education programs, this School serves the non-traditional needs of individuals and organizations in need of supplemental course work on a credit or audit basis. A highly flexible curriculum offered through the Department of Adult Education and Public Service, as well as the popular Evening College division, accommodates the schedules of working professionals.

Extent of the Institution's Mix of Instruction, Research, and Public Service

Consistent with its mission, Norfolk State University places a high priority on classroom instruction, offering in-service training opportunities and convening national conferences on teaching dynamics and teacher training. While instruction will continue to receive ample attention, faculty research is no less an important endeavor. The research activity is expected to expand with a growing emphasis on graduate education. With some 70 academic programs available (seven associate, 50 baccalaureate, and 13 master's degree curricula), a diversity of state-funded and sponsored research in biomedicine, social and political behavior, mathematics, atomic energy, environmental sciences, and family studies is currently underway. The institution's total funded research has an approximate annual value of $2.5 million.

Public service has always been central to the mission and philosophy of the University. The public service thrust is embraced by all academic and administrative areas and manifested through numerous special and ongoing activities. Some examples include the University's special laboratory programs for elementary, secondary, and adult students whose basic skills competencies need strengthening. Instructional activities are provided in the areas of reading, language arts, computer science, mathematics and speech. The University maintains formal relationships with area public school systems which regularly refer their advanced high school students to the institution for more intense study. Elementary and secondary classes make frequent field trips to campus to study astronomy in the University's planetarium. Moreover, special children's reading programs, sports activities, and child diagnostic clinics are available to local residents throughout the year. Afer diagnosing a child as gifted, the University offers a special laboratory to stimulate the child's interest. This facility is manned by professionals and students in the University's master's program for gifted education.

A number of the University's outreach and continuing education programs are brought together in the Brambleton Multipurpose Center. In a contract with the City of Norfolk, the University has assumed the operation of the Center and is administering several programs that are beneficial to the citizens of the surrounding area. Notable among these are a teenage anti-pregnancy program, social service assistance programs, a gerontology program and community recreational programs.

The Institution's Future Directions to 1992

Norfolk State University's direction in the coming years will be characterized by a heightened attention to research and community service in an urban environment. Both academic programming and student enrollment will expand moderately over the next five years before leveling off for the decade of the 1990s. Graduate education programs will comprise much of that growth, bringing a commensurate increase in the amount of research conducted by faculty and students.

Outreach programs to extend the University's traditional faculty and program strengths further into the community will occupy a high priority for future growth. Included among these outreach efforts are in-service education for public school teachers and administrators, special programs to improve middle and high school guidance counseling, expanded continuing education programs, and technical assistance to area small businesses.

Old Dominion University

Norfolk

History and Development of the Institution

Although the College of William and Mary offered extension courses in Norfolk as early as 1919, Old Dominion University had its formal beginning in 1930 when it opened as the Norfolk Division of the College of William and Mary. It was not until 1954, however, that the institution was authorized to offer baccalaureate programs. In 1962 the state legislature made the institution independent of the College of William and Mary, and shortly thereafter the new Board of Visitors adopted, with General Assembly approval, the name Old Dominion College. In 1968, the Board changed the name of the institution to Old Dominion University, effective September 1, 1969.

The University today has an on-campus student body of over 14,700 equally divided between males and females. Sixty-five percent are full-time students. Eighty-three percent are Virginia residents.

The University is organized into six academic schools: Arts and Letters, Business Administration, Education, Engineering, General and Continuing Studies, and Sciences and Health Professions. Master's degree programs are offered in several of the arts, humanities, social sciences, business administration, accounting, economics, education, engineering, computer science, public administration, urban studies, and health professions. Certificates of Advanced Study are offered in two areas of education. Doctoral programs are offered in selected areas: biomedical sciences, engineering, ecological sciences, applied and computational mathematics, oceanography, applied physics, clinical psychology, industrial/organizational psychology and urban services with components of urban management and urban education. The University has joint and cooperative programming arrangements with Norfolk State University, the Eastern Virginia Medical Authority, The College of William and Mary, Christopher Newport College, Tidewater Community College, and Virginia Polytechnic Institute and State University.

Purpose of the Institution

Old Dominion is an urban university with the primary mission of meeting the educational and professional needs of Eastern Virginia. At the undergraduate level it emphasizes a comprehensive program of liberal arts, sciences, and selected professional programs. Graduate offerings address the region's needs for advanced professional education and for certain specialized programs. Old Dominion's seven areas of specialization are administration, applied science and technology, the development of urban educators, fine and performing arts, health-related studies, international studies, and marine and environmental studies.

While basic or pure research is encouraged, emphasis is given to applied research because of the University's special responsibilities to the region it serves.

Old Dominion University has a broad program of continuing education. It is committed to extending its services throughout the Eastern Virginia region and therefore offers undergraduate and graduate courses at many off-campus sites. It also offers a wide variety of non-credit courses, seminars, and short courses for individuals interested in personal enrichment and career development. Through these means the institution serves over 24,000 people annually.

The University has a selective admissions policy but seeks to admit all applicants who can demonstrate the probability that they can succeed at the University and complete their degree requirements. The composition of the student body reflects a diverse constituency with regard to age, sex, racial, socio-economic, and geographic backgrounds. This diversity enhances the University's programs and atmosphere.

Extent of the Institution's Mix of Instruction, Research, and Public Service

As a doctoral degree-granting university, Old Dominion places program emphasis on the three primary functions of teaching, research, and public service, and each is regarded as important.

The commitment of the University to the region it serves affects the nature of research and related forms of scholarly endeavor undertaken by its faculty. Through contracts with NASA's Langley Research Center, faculty and students are engaged in work involving civil, electrical, and mechanical engineering, chemistry, biology, physics, and geophysics. Faculty are also engaged in research and scholarship in oceanography, education, business, health, humanities, and social and behavioral sciences. In 1981-82, a total of $5.4 million in public and private research funds was obtained.

The University meets its public service responsibilities through a wide variety of cultural, recreational, and educational programs. It sponsors community ballet; theatrical, musical, and athletic performances; lectures; and scholarly symposia. It provides workshops, conferences, and in-service programs for health and mental health workers, educators, business persons, public officials, social service workers, and other groups.

The Institution's Future Directions to 1992

Old Dominion will continue to develop its urban and regional mission while expanding its on-campus enrollment by about 1,000 students with no major changes in the makeup of its constituency. The institution expects to strengthen academic programs at the undergraduate and graduate levels in the seven areas of specialization recognized by the University as essential to the fulfillment of its mission. New graduate and undergraduate programs will seek to meet the unique needs of Eastern Virginia.

The University's research effort will be expanded to include problems relating to the urban environment and the Eastern Virginia region, particularly in engineering, marine science and in the applied social, behavioral, biological, and physical sciences.

Public service will receive an increased emphasis through programs offered both on and off-campus.

As a means of enhancing the quality and scope of higher education services in Eastern Virginia, Old Dominion will seek to continue its cooperative relationships and joint programmatic efforts with nearby institutions of higher education.

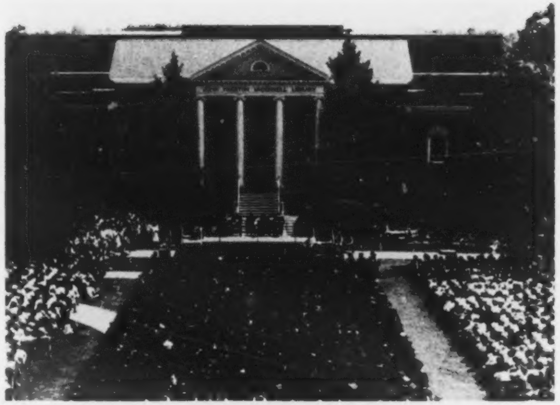
Radford University

Radford

History and Development of the Institution

Radford University was established by the General Assembly in 1910 as the State Normal and Industrial School for Women at Radford; it has been in continuous session since its formal opening in 1913. The school became Radford State Teachers' College in 1924 and was authorized to award the Bachelor of Arts degree in 1935. In 1944 the College was consolidated with the Virginia Polytechnic Institute as its Women's Division and renamed Radford College. The General Assembly severed the institution's formal affiliation with Virginia Tech in 1964. At that time an autonomous administration was established for Radford College, and the College was authorized to grant the Master of Science degree. In 1972, after almost 60 years as a college for women, Radford became coeducational, and in 1979 the institution was granted university status by the General Assembly.

Today, Radford University is a coeducational, comprehensive, residential, undergraduate institution with selected graduate programs. Since 1972 the on-campus enrollment has increased by 60 percent. In the fall of 1982 the institution had 5,903 students in programs both on and off-campus. Radford's students come from all over the Commonwealth: 30 percent from Western Virginia, 25 percent from Northern Virginia, 20 percent from the Tidewater area, and 18 percent from other parts of Virginia. About 7 percent are from out-of-state. While serving primarily as a residential campus (over 3,100 students reside on campus), the University also attracts local students who live within commuting distance of the campus.



Radford maintains strong programs in liberal arts, the fine arts, teacher training, business, and other professional fields. Presently the institution offers, in a medium-sized university environment, 56 undergraduate programs (including professional and pre-professional) in the Schools of Arts and Sciences, Education, Business and Professional Studies, Nursing, and Fine Arts. The Graduate School offers degrees in 22 areas and offers work leading to the doctorate of education from the University of Virginia. The graduate program provides advanced and specialized courses of study, supervised practicum experiences, and opportunities for research.

Purpose of the Institution

As a part of Virginia's diversified system of higher education, Radford University fulfills the role of a medium-sized comprehensive university serving the entire Commonwealth. The pervasive commitments of the institution are to teaching and student learning; to the widespread participation of the faculty, students, and staff in the affairs of the institution; and to a demonstrated willingness to change. As the institution notes, "Through a sound and comprehensive general education and carefully tailored major program options, students at Radford are challenged -- intellectually, culturally, socially, and personally. Within this context, they can develop into mature, responsible, well-educated citizens."

Extent of the Institution's Mix of Instruction, Research, and Public Service

As a public university, Radford assumes a responsibility to address societal issues and needs through scholarship, research, and creative activity. Because it is a student-oriented institution, Radford has set as its first priority a commitment to successful teaching. This commitment notwithstanding, research and professional activities are encouraged, and all faculty are expected to make "professional contributions" to the institution and to their respective disciplines. Radford's position is that research and teaching are not mutually exclusive activities and that research can and should be a vital part of the teaching transaction.

The University, with its primary emphasis on teaching, also attempts to serve the public needs of Western Virginia with a wide range of academic, cultural, and human service programs. Off-campus courses and programs are offered throughout the Western Region Consortium area, including an evening college in Roanoke. The University responds to the special continuing education needs of school systems, businesses, industries, and individuals in both the urban and rural areas of Western Virginia. Radford is committed to meeting the educational needs of fully-employed residents of the Western Region for high-demand programs, especially in the areas of business and education, by providing evening courses both on-campus and at off-campus locations.

The Institution's Future Directions to 1992

Within the Virginia system of higher education, Radford University will continue to be a comprehensive institution of medium size with a primary focus on effective teaching.

Richard Bland College of The College of William and Mary

Petersburg

History and Development of the Institution

Founded by the General Assembly in 1960, Richard Bland College was established as a branch of The College of William and Mary to provide opportunities for higher education to the citizens of Southside Virginia. The College opened to students at its permanent location in Petersburg in September 1961.

Richard Bland College today is a two-year, non-residential, state-supported college of the Commonwealth of Virginia. It continues to be governed directly by the Board of Visitors of The College of William and Mary. Approximately 1,100 on- and off-campus undergraduate students are enrolled, with about 97 percent being Virginia residents. About 70 percent of the institution's students are enrolled in programs in the arts and sciences, with the remainder in business. All students receive a firm grounding in the first two years of liberal studies.

The College consists of the Divisions of Humanities and Social Sciences, Natural Sciences and Mathematics, and Business and Physical Education. The Associate in Arts, Associate in Science, and Associate in Science in Business degrees are offered.

Purpose of the Institution

Richard Bland College has as its primary mission the offering of transfer associate degree programs in liberal arts, business administration, and other career programs appropriate for a junior college. The College also recognizes its role and responsibility in community education, public service, and cultural activities.

Although semi-professional skills are developed in appropriate programs, the College's curricular emphasis is on general education courses offered during the first two years of a baccalaureate degree program. Developmental programs are provided for students who need to improve skills necessary for success in college.

Continuing education is offered in the evening college, summer session, and extension programs. In addition, the Adult Education Program provides a series of non-credit programs for a variety of areas in the form of clinics, institutes, seminars, and short-term courses.

The College believes that its uniqueness in the state system of higher education lies in its continuing concentration on the preparation of its students for transfer to senior institutions, particularly The College of William and Mary with which it has a special transfer relationship.

Extent of the Institution's Mix of Instruction, Research, and Public Service

As would be expected in a primarily liberal arts junior college, the major focus of the institution is instruction. Research activities are generally limited to efforts by individual faculty members to strengthen their academic specialities. Public service is offered through the College's speakers' bureau and through consulting activities of the faculty and staff with area agencies, institutions, and service organizations.

The Institution's Future Directions to 1992

Richard Bland College intends to remain relatively stable in its enrollment and will continue to offer transfer associate degree programs in liberal arts, business administration, and career programs appropriate for a junior college. Such programs might include associate degree programs in some areas of the performing arts and allied health professions.

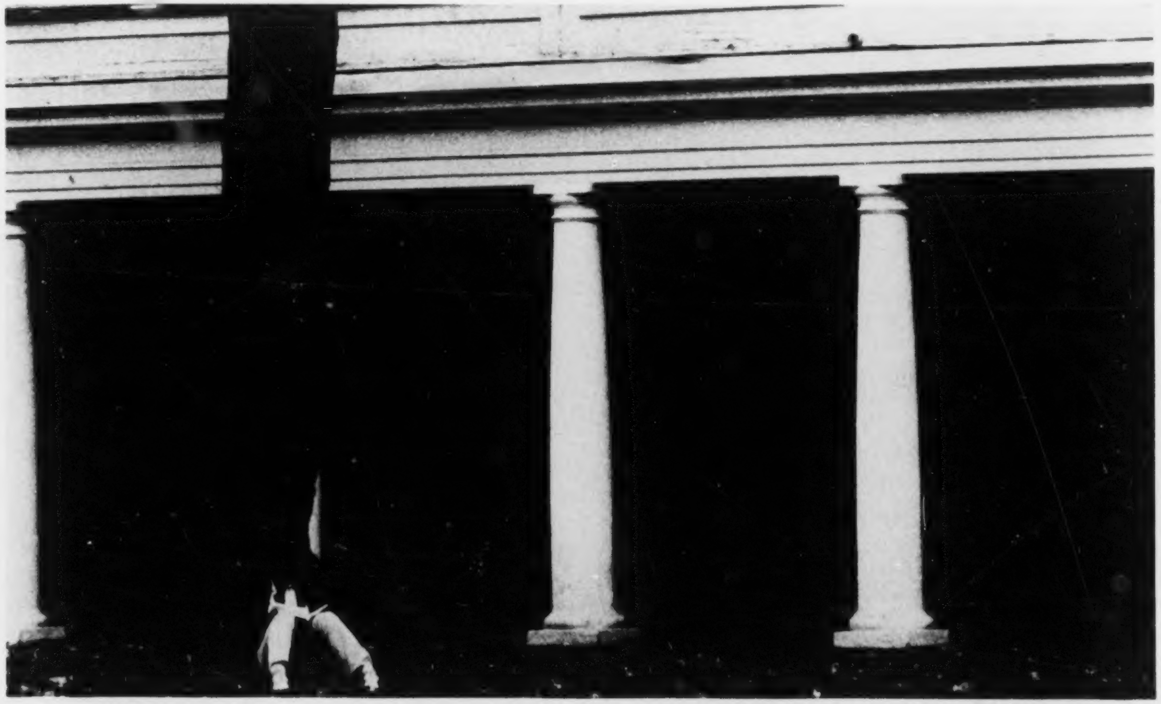
During the next ten-year period, the College will attempt to serve an increasing number of clientele beyond the 18-25 age range, as well as part-time students generally. The institution might also propose a two-year residential program for students from throughout Virginia who prefer the learning environment that a small liberal arts junior college can provide.

University of Virginia

Charlottesville

History and Development of the Institution

The University of Virginia, founded by Thomas Jefferson in 1819, is a major comprehensive state university of national character and stature. It was established following enactment of a statute by the General Assembly in 1819 providing that "There shall be established, in some convenient and proper part of the State, the University of Virginia, wherein all the branches of useful science shall be taught." The University is a coeducational institution with most of its students enrolled full-time and a large number living on grounds. The 1982 fall semester, on-campus headcount enrollment was 17,118.



The University is comprised of the College of Arts and Sciences and the Schols of Architecture, Commerce, Education, Engineering and Applied Science, Graduate Arts and Sciences, Graduate Business Administration, Law, Medicine, and Nursing. The Division of Continuing Education provides courses for part-time students at numerous off-campus locations. Clinch Valley College of the University of Virginia is located in Wise. The University of Virginia Medical Center, which offers students in the health sciences a wide variety of settings in which to learn, also provides health care through its hospitals and clinics.

Today the University of Virginia confers a considerable portion of the doctoral degrees awarded by Virginia's institutions, while at the same time educating more than 15,000 men and women through its undergraduate, first professional, and other graduate programs. The University offers undergraduate programs leading to degrees in architecture, architectural history, arts and sciences, commerce, education, engineering and applied science, landscape architecture, nursing, and planning. At the first professional and graduate levels, the University offers programs leading to degrees in accounting, arts and sciences, architecture, architectural history, business administration, education, engineering and applied science, landscape architecture, law, medicine, nursing, and planning.

Purpose of the Institution

A university is a community of scholars having as its central purpose the enrichment of the human mind. This central purpose is served, at the University, by activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic awareness, of its members. In addition, the institution is committed to recording, preserving, and disseminating the results of its intellectual inquiry and creative endeavors. The University of Virginia seeks to achieve its purpose through the pursuit of specific goals, including educating men and women in undergraduate schools and programs, graduate schools, and graduate professional programs; undertaking such advanced and special research as the educational requirements of the Commonwealth and the nation may indicate; offering to the Commonwealth of Virginia and the nation the various kinds of public service which are consonant with the University's purpose; providing programs of continuing education to the Commonwealth and the nation; and establishing appropriate new programs, schools, and degrees.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The University of Virginia places equal emphasis on the programs of instruction and research. Both of these programs are essential in a comprehensive doctoral-degree granting institution.

The University of Virginia carries out research activities, most of which are federally and privately funded, in a wide variety of disciplines. Its annual expenditure for research and for the support of graduate students engaged in research is approximately $36 million; this amount has been increasing at the rate of about 10 percent per year.

The University of Virginia also carries out important programs in public service, including those offered through its Division of Continuing Education. Furthermore, the University of Virginia Medical Center performs a major public service by providing quality health care at primary, secondary, and tertiary levels.

The Institution's Future Directions to 1992

The University of Virginia, after several years of controlled growth, reached its fall headcount enrollment target of 17,100 in 1982. It does not plan to change the size of its enrollment in the foreseeable future. It is proceeding with plans to enhance its quality and increase its effectiveness in the coming decade through such mechanisms as a University-wide evaluation of academic programs and support services, cooperative efforts with the state's other comprehensive doctoral institutions to offer high-quality, off-grounds degree programs utilizing the latest technology, and enhanced research initiatives in cooperation with state business and industry. Funded research should continue to grow at a rate of approximately 7 percent per year, and the service role of the University Medical Center will continue to expand, particularly in the area of tertiary care.

Virginia Commonwealth University

Richmond

History and Development of the Institution

Virginia Commonwealth University was created by the General Assembly of Virginia July 1, 1968, with the merger of the Medical College of Virginia (founded in 1838) and Richmond Professional Institute (founded in 1917). This merger was proposed by the Wayne Commission in response to a perceived need in Virginia for an urban university located in Richmond. Building rapidly on its strengths, the University has developed as a comprehensive doctoral-granting, research university with a dual campus. Its location in the capital city has provided a real-life laboratory for teaching, research, and public service, the scope of which is local, regional, national, and even international in its impact.

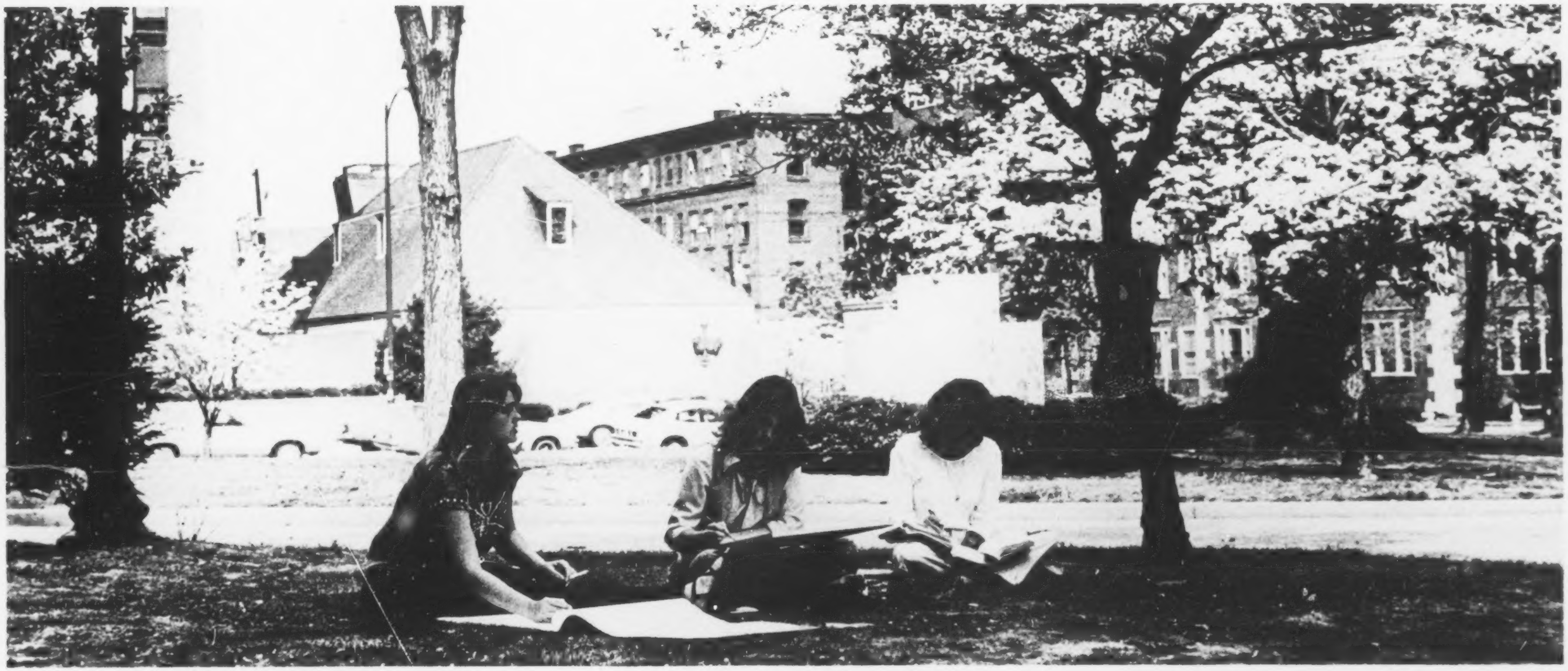
The present 19,620 on-campus students, of whom 90 percent are Virginians, are a blend of full and part-time residents and commuters with an age range of 17 to 80 and a median age of 25. The academic disciplines are organized into the College of Humanities and Sciences and 11 schools: Allied Health Professions, the Arts, Basic Sciences, Business, Community and Public Affairs, Dentistry, Education, Medicine, Nursing, Pharmacy, and Social Work.

Research and service to society are considered essential elements of the institution's educational mission. The baccalaureate, master's, doctoral, and first professional degree offerings are structured to serve the needs of today's society. Joint instructional programs are offered with the University of Richmond, the University of Virginia, Virginia Polytechnic Institute and State University, Old Dominion University, and Virginia State University.

Purpose of the Institution

Virginia Commonwealth University is currently committed to two primary objectives. The first is to provide society with educated professional practitioners who have the capacity to deal with the specialized problems of their discipline and who possess the attributes of broadly educated persons. A parallel objective is to provide advanced study for practicing professionals and broad educational opportunities for the adult part-time student. These objectives necessitate depth and quality in the participating disciplines and strong support from the fundamental disciplines of the arts and sciences.

The institution's primary service area is Virginia with most of its students from Central Virginia. A number of disciplines, however, have a national and international student market and reputation. Continuing education is conducted as an extension of the primary functions of instruction and research. The objective is to establish the means by which the University can make its skills, knowledge, and talents useful in addressing the problems that face large population centers. From medicine to accounting to art, the appeal of the University to its students is centered in its broad span of disciplines. This appeal is enriched by almost 20 educational programs that are unique in the Commonwealth.



Extent of the Institution's Mix of Instruction, Research, and Public Service

The University offers a balanced commitment to each of the three functions of instruction, research, and public service. It is this balanced commitment which enables the University to disseminate to society the results of its scientific, cultural, and professional inquiries. Research is defined as an inseparable component of the teaching-learning process. The University's sponsored programs effort, exceeding $30 million a year, is within the top 100 research universities in the nation. Patient care, a mandatory segment of the teaching-learning process, is provided as a service role model for comprehensive health care at the University Medical Center, which is the fourth largest health sciences complex in the nation. Similarly, other institutional service functions seek to identify and evaluate societal needs and to provide the appropriate response to satisfy these needs.

The Institution's Future Directions to 1992

Virginia Commonwealth University's future is directly related to the evolving needs of its service area and the attractiveness of its program offerings. Future modifications in program emphasis must accommodate the needs of the society of which it is a part. The concept of instruction, research, and public service as inter-dependent components of a total system is crucial if the University is to provide the leadership to address critical societal problems. In response to society's needs, the University expects to enhance its research and graduate programs, broaden the opportunities for the adult learner, and strengthen the relevancy and quality of its undergraduate and professional curricula.

Virginia Community College System

History and Development of the Institution

The impetus for the establishment of the statewide system of community colleges in Virginia was a desire on the part of the Commonwealth to expand the educational opportunities available for citizens beyond high school. In the early 1960's, educational opportunities within the State were limited, because higher education programs were not available in some regions. In addition, the State was unable to meet the demand of new industries for skilled workers. The General Assembly, aware of the needs, established the Commission on Vocational and Technical Education in 1962, and, in 1964, created the State Board of Technical Education and the Department of Technical Education to establish and administer vocational and technical schools. Also in 1964 the Assembly appointed the Virginia Higher Education Study Commission with a mandate to examine the possible establishment of community colleges to fill a gap in Virginia's system of higher education.

In 1966, legislation was enacted to create a Department of Community Colleges and a State Board for Community Colleges. The legislation provided for the creation and maintenance of a statewide system of comprehensive community colleges -- the Virginia Community College System -- with the State Board for Community Colleges responsible for the establishment and administration of all the comprehensive community colleges within the system. In addition, local Community College Boards were established to act in an advisory capacity to the State Board. Several technical schools and university branches which existed in 1966, along with the addition of a number of new colleges, formed the System which now exists. Today each of the 23 community colleges located throughout Virginia serves a designated geographic region.

In 1977, the General Assembly passed a resolution changing the role of the State Board for Community Colleges from a board of a State agency to a governing board of a statewide institution of higher education.

The mission of the Virginia Community College System is to assure, as part of the Statewide education community, that all individuals who can benefit through the development and extension of their skills and knowledge will be able to do so. To accomplish this mission, the VCCS provides quality programs and services that are financially and geographically accessible.

The 23 individual colleges are comprehensive, offering freshman and sophomore courses in the arts and sciences which may be acceptable for transfer to baccalaureate degree programs; diversified technical curricula including programs leading to the associate degree; occupational and technical education leading directly to employment; and courses in general and continuing education for adults. The principal emphasis of the System is occupational-technical education. Transfer, developmental, continuing education, and community service programs are integral parts of the mission.

These programs are supported by student development services. In addition, the VCCS responds to community needs by providing trained individuals for industry, business, professions, government and other educational institutions.

In the fall quarter, 1982, the VCCS enrolled 101,093 students in on-campus courses and an additional 5,921 students in off-campus credit offerings. In addition, there were 152,817 enrollments in community service offerings during 1981-82.

Sixty-eight percent of the community college students in fall 1982 were enrolled part-time, and 54 percent of the students attending community colleges were 25 years of age and above. The median age of community college students was 25 in fall 1982, but 727 students were 60 years or older. Women now represent 57 percent of all students, while blacks represent 13 percent of the students. Many students attend community colleges to prepare for entry into baccalaureate degree programs or to seek job training. Increasing numbers of students enroll initially as non-curricular students. Their goals are varied, but the majority attend community colleges to upgrade skills for a present job, to develop skills for a new job, or to explore careers; many also attend for general knowledge, as well as cultural and personal enrichment.

Transfer agreements with four-year institutions promote the successful transfer of students from the two-year colleges.

Purpose of the Institution

The purpose of the Virginia Community College System is to provide all citizens in the Commonwealth access to post-secondary educational opportunities within commuting distance of their home or work and at a cost which most can afford. The modified open-door admissions policy ensures that all citizens who can benefit from programs and services provided by the colleges will have the opportunity to do so.

Each community college participates, along with senior colleges and universities, in one of the six regional continuing education consortia. The consortia are committed to provide continuing education opportunities and public service activities which meet the needs and interests of citizens in each region of the Commonwealth.

The continuing education and community service programs offered by the community colleges are varied. The continuing education programs include credit offerings, located in both on and off-campus facilities, which may be used for general educational improvement and which may meet the needs of such specific career groups as legal secretaries or bank employees. The off-campus courses enable the college to extend educational opportunities to local communities. Non-credit courses and seminars, which are self-supporting, provide learning experiences which are not available in traditional credit programs. College facilities and personnel are available to citizens of the service region for special events. In addition, community service programs are offered by the colleges throughout the year. These programs are intended to provide educational and cultural opportunities for area residents. Art exhibits, lectures, workshops, conferences, festivals, and fairs are examples of the numerous community service programs offered at community colleges.

Extent of the Institution's Mix of Instruction, Research, and Public Service

Quality instruction at a reasonable cost and public service programs which meet the educational needs of the localities served are emphasized over the research function at community colleges. Nine programs which lead to Associate in Arts, Associate in Science, or Associate in Arts and Sciences degrees are offered as college transfer programs. Approximately 213 occupational-technical programs lead to the Associate in Applied Science degree or to certificates and diplomas. The occupational-technical programs include the following major curricular areas: agricultural and natural resource technology, arts and design technology, business technology, engineering/industrial technology, health technology, and public service technology.

Community service programs are specifically designed to meet the educational and cultural needs of the local community. Basic emergency medical technician courses, real estate examinations, seminars for women, health fairs, energy conservation seminars, English as a second language, and communication with the deaf are examples of only a few of the various community service programs offered statewide by the community colleges.

The Institution's Future Directions to 1992

The growth and development of the Community College System since its inception in 1966 has enabled Virginia to make great strides toward increasing access to educational opportunities for citizens throughout the State. At the same time, the System has served the economic development of the State by training or retraining students who aid the State's economy by taking or returning to jobs in their local communities.

The Virginia Community College System will continue, within the scope of its mission, to provide to citizens throughout Virginia access to the educational opportunities which best meet their needs. It is anticipated that headcount enrollments will continue to grow, but at a somewhat slower rate than in previous years. The System expects to continue serving a diverse student body and that the enrollment of adults, women, and minorities will increase.

Programs and services will vary to meet the different educational needs of students attending community colleges. To keep abreast of the statewide manpower needs of business, industry, government, and the professions, colleges will continue to modify, add, or delete the occupational-technical programs which are offered. The demand for instruction at locations throughout the service regions of the colleges will increase and community colleges will strive to make more effective use of community resources.

Virginia Military Institute

Lexington

History and Development of the Institution

The Virginia Military Institute was founded in 1839 as the nation's first state military college. It is now the last classic military college in the nation.

VMI cadets constitute a military corps, with the Governor as commander-in-chief. Today, VMI offers a unique learning environment, the product of more than 140 years of refining its philosophy of educating citizen-soldiers, young men prepared for leadership roles in society and for military leadership in time of national need.

VMI is a fully accredited, state-supported four-year undergraduate military college for men. Approximately 55 percent of the cadets are residents of the Commonwealth, and all Virginia applicants who are academically and physically qualified are accepted for admission. The distinctive aspect of the VMI college experience is its challenging military program.

Academic majors at VMI lead to a Bachelor of Arts or Bachelor of Science degree in the general fields of engineering, liberal arts, and science. In addition, all cadets must complete Reserve Officers Training Corps programs established and maintained by the U. S. Department of Defense. Successful completion of the programs earns graduates armed forces commissions which must be accepted with an obligation for active duty.

Purpose of the Institution

The primary purpose of Virginia Military Institute is the thorough education of young men within a framework of military discipline. It is a purpose unchanged from that set by the founders, who said: "The military feature, though essential to its discipline, is not primary in the Institute's scheme of education."

In essence, the purpose is to continue to combine the academic work of a full college curriculum and the exacting daily regimen of military discipline. The military atmosphere contributes to the Institute's philosophy of a broad and sound education.

In order to emphasize the whole man, extracurricular activities are stressed. Programs ensure physical well-being for those not engaged in intercollegiate athletics, and club activities are limited only by the imagination and interests of the cadets.

Virignia Military Institute encourages applications from qualified male Virginia high school graduates as well as from young men throughout the other 49 states and the U. S. territories. Qualified foreign male students are accepted.

Extent of the Institution's Mix of Instruction, Research, and Public Service

VMI gives academic instruction at the undergraduate level in eleven degree programs in economics, English, history, modern languages, mathematics, biology, chemistry, physics, civil engineering, electrical engineering, and mechanical engineering. All cadets must choose an officer training program associated with the Army, Navy, Marine Corps, or Air Force ROTC. Successful completion of the VMI program enables graduates to enter many civilian professions, or the armed forces, or to continue their education at graduate, medical, and other professional schools.

The VMI Research Laboratories is the research arm of VMI for administering grants and contracts. The Laboratories' annual research volume exceeds $175,000; about one-fifth of the faculty plus a number of cadets are involved in studies sponsored by state, federal and private grants.

As part of its public service commitment, VMI provides many academic, athletic, recreational, and physical training programs and facilities to the community. Through its continuing education program, all who are qualified are offered the opportunity to take courses for credit in the Summer Session and in the Evening College. Non-credit short-term courses and seminars are held annually for specific interest groups. Numerous cultural programs give support to VMI's academic efforts and, because they are open to the public, add substantially to the Institute's community service. Faculty and staff members serve on many state boards, community boards and committees.

The Institution's Future Directions to 1992

Believing that the uniqueness of the Virginia Military Institute lies, in part, in the close relationship which exists between instructor and cadet, VMI limits its enrollment. There are no plans to enlarge the Corps to such an extent as to destroy the effectiveness of the VMI academic and training programs.

Virginia Polytechnic Institute and State University

Blacksburg

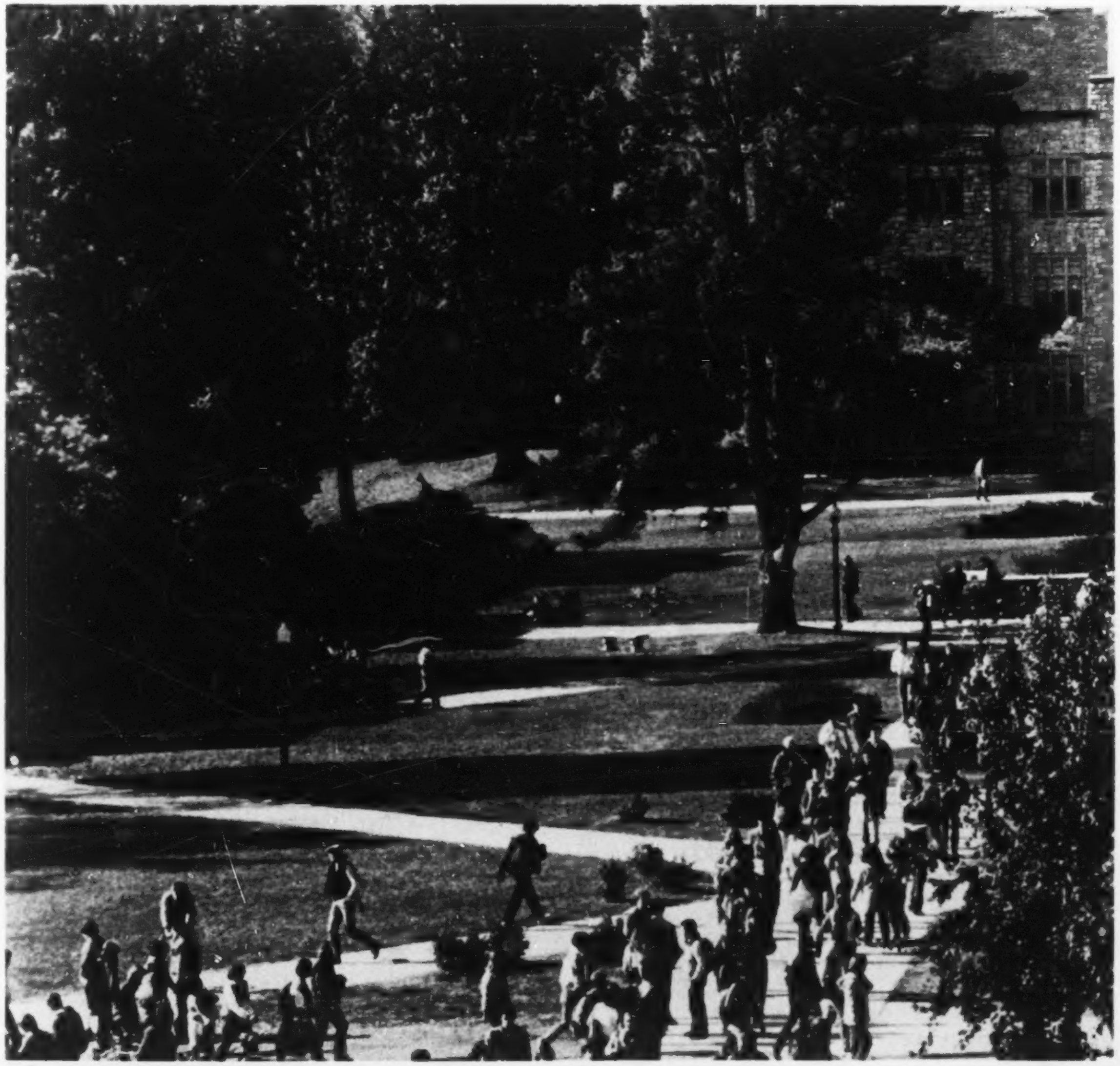
History and Development of the Institution

Virginia Tech was founded in 1872 as a land-grant college under the provisions of the Morrill Act. The historic legislation provided that the land-grant endowment should support the teaching of the agricultural and mechanical arts and sciences, and all scientific and cultural studies related to "the liberal and practical education of the industrial class in the several pursuits and professions of life."

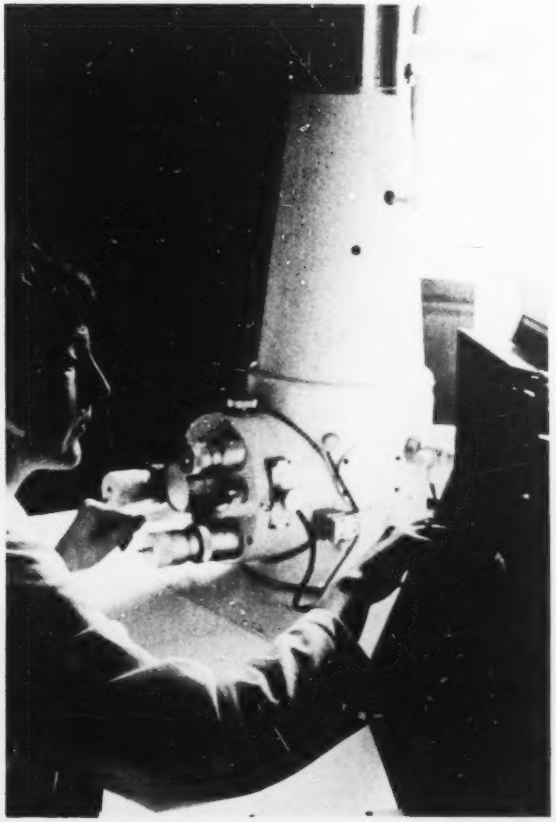
Over the past century, the University has evolved into one of Virginia's two comprehensive doctoral-granting research universities serving the Commonwealth and the nation. It is organized in seven undergraduate colleges -- Agriculture and Life Sciences, Architecture and Urban Studies, Arts and Sciences, Business, Education, Engineering, and Human Resources -- in addition to the College of Veterinary Medicine and the Graduate School. Some 12,500 applications are received each year for a freshman class of approximately 4,000 persons. The research program, which focuses on the advancement of scientific knowledge, is supported by nearly $50 million in state, federal, corporate and other external funds. The University also has an extensive network of extension offices in the counties and cities of Virginia to disseminate useful information to the citizens of the State.

The Morrill Act incorporated three fundamental concepts, revolutionary at the time but now basic to the national system of land-grant universities: (1) that higher learning should be made available to talented men and women regardless of economic class or condition; (2) that inquiry and instruction should be directed toward the end of knowledge for its own sake, as well as toward knowledge applied for the benefit of all; and (3) that the results of scientific inquiry should be immediately and broadly disseminated throughout society.

In addition to the influence of the Morrill Act, the distinctive character of the University has been



further shaped by other federal legislation, particularly the Hatch Act (1877) establishing a network of agricultural experiment stations, and the Smith-Lever Act (1914) which created a Federal Extension Service in the U. S. Department of Agriculture. These principles were recognized by the Virginia General Assembly in 1966 with the establishment of the Research and Extension Divisions as statutory agencies of the Commonwealth.



Purpose of the Institution

The following statement has been developed by the faculty and approved by the Board of Visitors relative to the future development of the University:

Virginia Polytechnic Institute and State University is a publicly supported land-grant institution, charged with responsibility for carrying out programs in teaching, research, and extension primarily for the benefit of the people of Virginia .... The University strives for excellence in fulfilling all three missions of a comprehensive land-grant institution. Achievement of these goals depends on concentrating efforts on those activities that the University is uniquely qualified to pursue, and on effectively planning and adapting programs in teaching, research, and extension to the changing needs of society and to the University's evolving capabilities .... Deserving high priority among the University's aims are attraction of the best potential students and increased emphasis on recruiting and developing faculty of the highest quality. Also crucial are enhancement of the intellectual atmosphere, continued improvement in instruction and extension programs, vigorous support of research and graduate studies, maintenance of critical standards in all areas, and provision of adequate support services.

Extent of the Institution's Mix of Instruction, Research, and Public Service

Virginia Tech is fully committed to the three primary missions: instruction, research, and public service. More than half of the University's budget is allocated for instruction with the remainder divided between research and public service.

The Institution's Future Directions to 1992

The University believes that Virginia will be best served in the coming decades if Virginia Tech's energies and resources are focused principally on strengthening the quality and availability of all of its programs. This conclusion has four consequences: (1) qualitative improvement to the point of excellence in the University's instructional, research and extension programs must remain a primary goal; (2) thoughtful and continuing evaluation leading to decisions to initiate, eliminate, or strengthen specific programs in response to the changing needs of the Commonwealth is essential; (3) continuous encouragement of its component divisions to evaluate their respective missions and ensure that their purposes are compatible with the overall goals of the University is necessary to guarantee quality; (4) development of the University's research and graduate programs in modern technological and scientific fields will be enhanced throughout the Commonwealth, in order to contribute more effectively to the State's industrial development efforts.

The University intends to continue its admission policy of giving Virginia students a high priority for its freshman and transfer positions and to make every effort to attract a much higher proportion of qualified minority Virginia students. It also plans to maintain extension offices throughout the Commonwealth and to offer off-campus programs where needed, in cooperation with localities, the State Council of Higher Education, and the regional consortia for continuing education. In addition, research to benefit the economic and industrial development of the Commonwealth and the nation will continue to be a vital aspect of the University's mission.

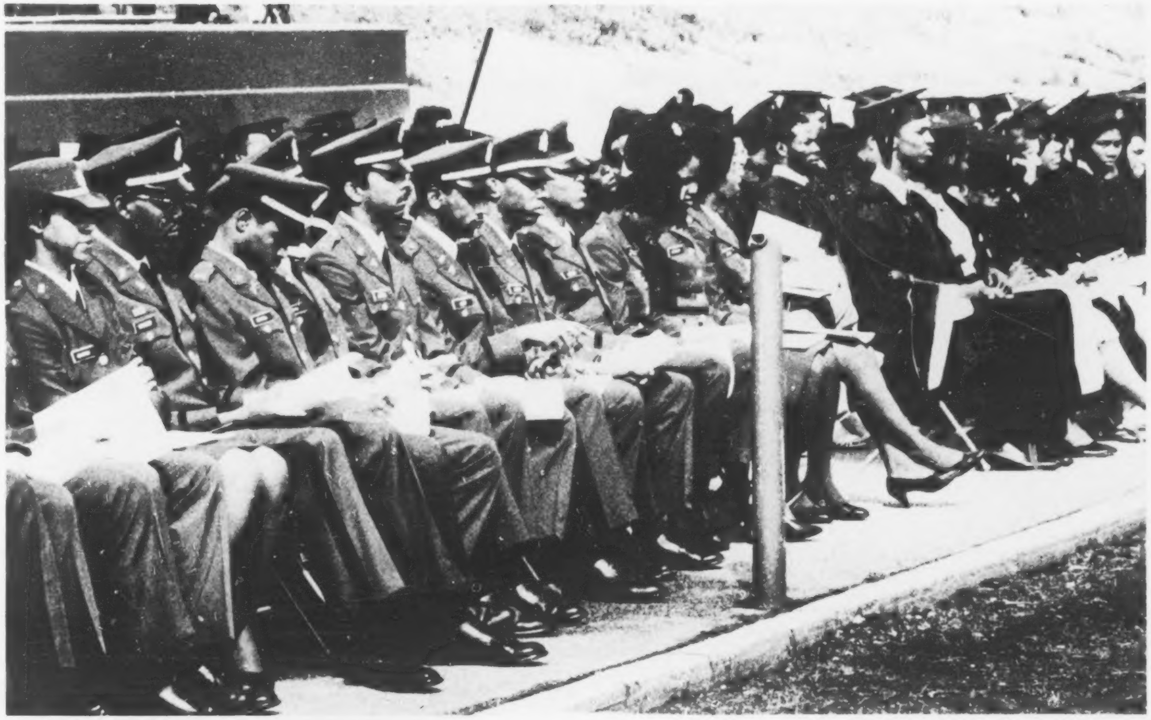
Virginia State University

Petersburg

History and Development of the Institution

Virginia State University was founded on March 6, 1882, as the Virginia Normal and Collegiate Institute. Delegate Alfred W. Harris, a black attorney who represented Dinwiddie County in the General Assembly, sponsored the legislation that created the coeducational institution. The Act of Incorporation stipulated, "that the Institute shall conduct a college, and such professional departments as deemed wise by the Board of Visitors; that the curriculum in the college department shall include the higher mathematics and classics; and the Institute shall organize a normal department not to exceed three years in length." The institution was originally intended to provide educational opportunities to black Virginians. Today, it provides equal opportunity to all races for study and employment.

On May 20, 1887, by amendment of the original Act of Incorporation, the General Assembly standardized the curricula of the normal and collegiate courses. On March 29, 1902, in an amendment to its 1887 action, the General Assembly eliminated the college department and changed the name of the institution from Virginia Normal and Collegiate Institute to Virginia Normal and Industrial Institute. From 1872 to 1920 Virginia supported two land-grant institutions of higher education -- a state school, Virginia Polytechnic Institute, and a private school, Hampton Institute. In 1920, the land-grant role was transferred from Hampton Institute to Virginia Normal and Industrial Institute. The Board of Visitors restored the college department in 1922 and, by legislative enactment, had the name changed from Virginia Normal and Industrial Institute to Virginia State College for Negroes in 1930. By an act of the 1946 General Assembly, the name of the institution was changed to Virginia State College; the 1979 General Assembly changed the name to Virginia State University.



Today, the University consists of seven schools: Agriculture and Applied Sciences, Business, Education, Humanities and Social Sciences, Natural Sciences, Continuing Education, and Graduate Studies. The institution currently offers forty-four bachelor's degree programs, twenty-five master's degree programs, and the post-master's advanced certificate program. The University has agreements with J. Sargeant Reynolds and John Tyler community colleges with regard to transfer programs in engineering technology and nursing. It cooperates with Virginia Commonwealth University in health education and Master of Interdisciplinary Studies programs. It also cooperates with Old Dominion University in a five-year mathematics/engineering degree program.

The programs and services of the University are responsive to an open admissions policy, and the University has strategies which serve the needs of three distinct categories of students: (a) those who can move at an accelerated academic pace, (b) those who will achieve maximum success if they move at a normal pace, and (c) those who will need to extend their college study owing to deficiencies in prior preparation.

Purpose of the Institution

The mission of Virginia State University, one of the State's two land-grant institutions, is to promote and sustain academic programs that integrate instruction, research, and extension-public service in a design most responsive to the needs and endeavors of individuals and groups within its scope of influence. The University serves students who live on campus and those who commute; approximately 85 percent of its students are residents of Virginia. The primary service areas of the University are Southside and Central Virginia; however, students matriculate from throughout the State, other states, and approximately twenty foreign countries.

Extensive continuing educational activities are offered through an Evening Program, a Weekend Program, an Off-Campus Program, summer sessions, and non-traditional degree programs. Also, non-credit educational experiences are provided through conferences, workshops, short courses, seminars, and special programs. The University has a commitment to extend its research, instructional, and service resources to meet the educational needs of the broader community, to meet the personal growth needs of individuals, and to provide learning experiences for persons engaged in the professions, industry, business, and public agencies.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The primary emphasis at Virginia State University is on the function of instruction with the research and public-service activities receiving major commitments through the institution's land-grant relationships, the Division of Research and Development, and the School of Continuing Education.

The University engages in research and in the resolution of problems facing society. For these purposes, it annually obtains external funding exceeding $4.7 million.

Virginia State University is a moderate-sized, comprehensive institution which fosters close educational relationships with its alumni, friends, faculty, staff, and students. The University motivates students to pursue self-directed learning, offers traditional and non-traditional educational programs, helps residents acquire skills necessary to improve conditions in rural communities, and establishes and maintains relationships with lesser developed countries. The University has highly developed initiatives that introduce students to the world of work through on-campus and off-campus employment in both the public and private sectors.

The Institution's Future Directions to 1992

Virginia State University's future is inextricably associated with the educational, economic, cultural, and social development of the State, Nation, and world, especially Southside Virginia. The University will enter the decade of the 1990's with a focus on new and innovative degree programs in Hotel Restaurant Management, Food Marketing/Food Industry Management, Public Administration, Nursing, International Studies, Computer Science, and Engineering Technology. The International Studies Program will augment existing traditional programs, such as business, foreign languages, and political science. The development of a postbaccalaureate degree in business administration will provide opportunities for graduates of baccalaureate programs and serve the business and professional communities. The University shall continue its strong traditional land-grant functions and programs in the liberal arts, sciences, and education. It will likely propose offering doctoral level programs which provide opportunities for additional preparation and licensure in the professions, business, industry, engineering technology, human services, and nursing.

Institutional Narratives—Independent Institutions

The Council of Higher Education has had a cooperative, productive relationship with Virginia's independent colleges and universities for the last ten years. The Council has administered a tuition aid program to reduce the tuition gap between public and private collegiate institutions; this program helps give students greater freedom of choice in selecting an institution. The 1975 General Assembly enacted legislation establishing a Private College Advisory Committee to the Council, mandating the Council to provide advisory services to private colleges and enabling private institutions to enter into contracts for services with State institutions and agencies. Finally, the independent institutions have been active participants with the Council and the state-supported institutions in the Federal Postsecondary Education Commission program, a means for bringing together for planning purposes all segments of the State's postsecondary community – public, private, and proprietary institutions – as well as citizens.

The Council's interaction with the independent colleges and universities will become increasingly important in the years ahead. As enrollments cease to increase rapidly and resources become more limited, it will be more clear that what happens in one segment of higher education ultimately affects the other segments. The Council believes that this will increase the interdependence of the colleges and universities within the State's total system of higher education.

Because the Council does not approve their degree programs or enrollment projections, the Council has not formally approved the independent institutions' narratives. Nevertheless, the Council believes that the inclusion of the narratives in the *Virginia Plan* is important for the future higher education planning efforts in the Commonwealth.

Averett College

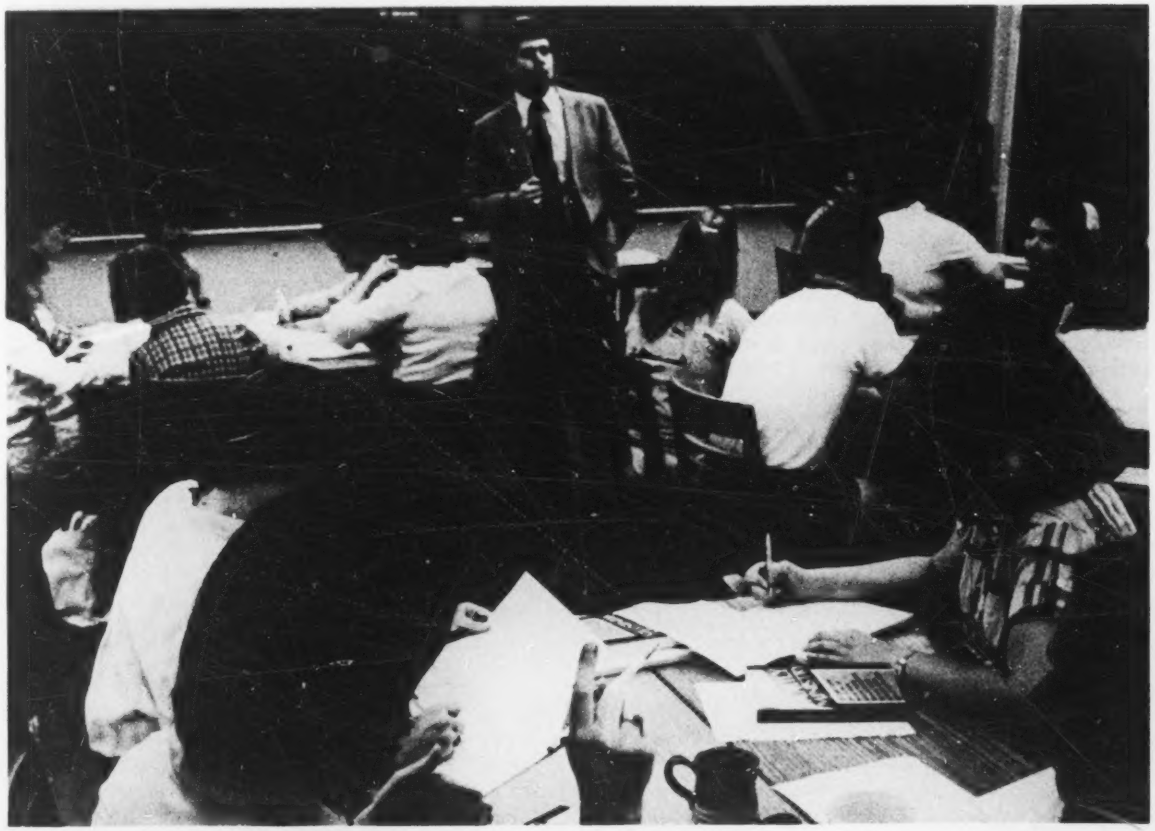
Danville

Chartered in 1859, Averett is a coeducational college of arts and sciences. The institution received its first accreditation as a junior college in 1917 and undertook a major reorganization in 1968 by adding a four-year baccalaureate degree program and making the college coeducational. Under its status as a senior college, Averett awarded its first baccalaureate degree in the spring of 1971. In 1977, Averett was authorized to offer a Master of Education, and a graduate program leading to this degree began in 1978.

Baccalaureate degrees are offered in the arts and sciences, in the fields of public education, business, religious life, and in certain areas in the field of allied health professions including a baccalaureate completion program for registered nurses. While research is encouraged, Averett's primary emphasis is on teaching and on creating a dynamic interaction between students and faculty, both within and beyond the classroom.

Averett's academic program is oriented toward the community. It serves as an educational and cultural center for the local community and the surrounding area. During the next ten years, the College anticipates strengthening the major programs already offered. In addition, the College is exploring a baccalaureate program in technology, an inverted program built upon community college technical degree programs. Initial steps are being taken to provide a Master in Business Administration degree for part-time students. The College seeks to offer a balance of liberal arts and professional career-oriented programs.

Approximately one-half of the total enrollment of 950 students lives on campus. The present enrollment is approximately 60 percent female and 40 percent male. Seventy-five percent of the students come from Virginia. The student body is drawn from a broad socioeconomic and cultural base; the College strives to provide the average student with a strong liberal arts background augmented by studies in career fields.



Bluefield College

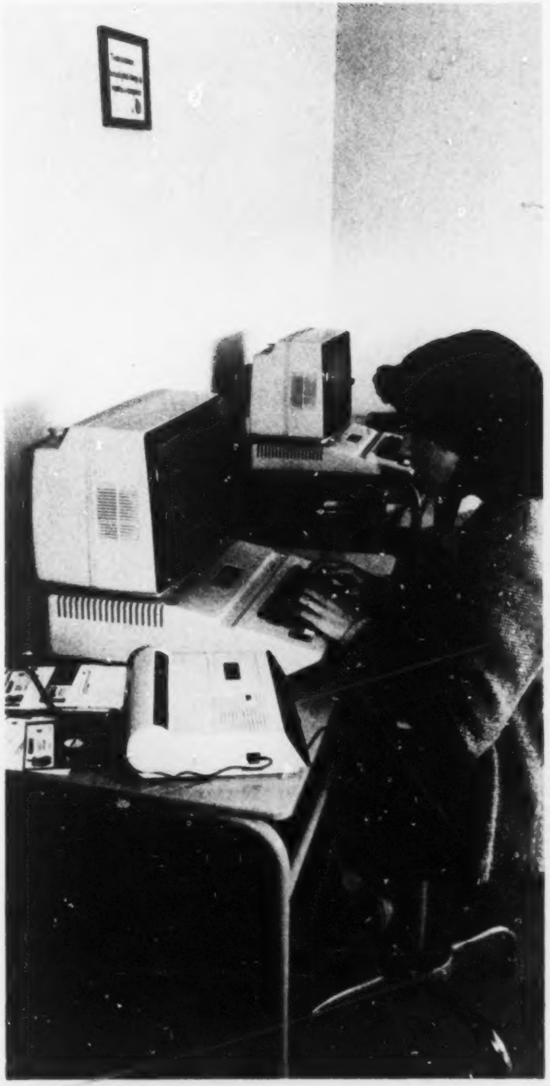
Bluefield

Established in 1922, Bluefield College is a small, residential, coeducational four-year college of approximately 400 students which places its primary emphasis on teaching and personalized attention for every student. Affiliated with the Baptist General Association of Virginia, the College seeks to help its students realize their greatest potential for their religion, community, family, and themselves.

Bluefield College offers numerous terminal, associate and bachelor degree programs. One and two-year terminal degrees are offered in business and secretarial work. Associate degree-programs are offered in liberal arts, fine and applied arts, education, several medically related areas, and engineering. Majors leading to a bachelor's degree can be found in fine arts, English, applied education, and sacred music, and in religion and philosophy. Students interested in working toward a four-year degree can also major in business, engineering, history, social science, elementary education, behavioral science, psychology, and criminal justice. Secondary education courses are offered in a number of areas for those students seeking teacher certification. Bluefield College is accredited by the Southern Association of Colleges and Schools.

At Bluefield College, the learning process is by no means limited to the classroom. The labs, library, athletic fields, gym, and even the dorms are places where students find themselves involved in learning. Bluefield College offers students a strong intercollegiate sports program and a reputation for the nation's top men's National Little College Athletic Association all sports program. In addition, the scenic wonders of the nearby Appalachian Mountains are available for students to participate in overnight camping trips supervised by dedicated faculty members.

Bluefield College is approximately 52 percent male and 48 percent female, and is open to all students, regardless of race, religion, or national origin, who meet the admissions standards. Approximately 80 percent of the student body receives some sort of financial assistance.



Bridgewater College

Bridgewater

Bridgewater College, located in the Shenandoah Valley, is an independent liberal arts college with a long tradition of academic excellence. Founded by a leader in the Church of the Brethren, the College maintains its Christian orientation and a mutually supportive relationship with the Church, offering a strong academic curriculum. Today, Bridgewater College enrolls approximately 850 men and women representing many states and foreign countries. Virginia's first co-educational liberal arts college, Bridgewater offers its students unique opportunities for a variety of educational experiences.

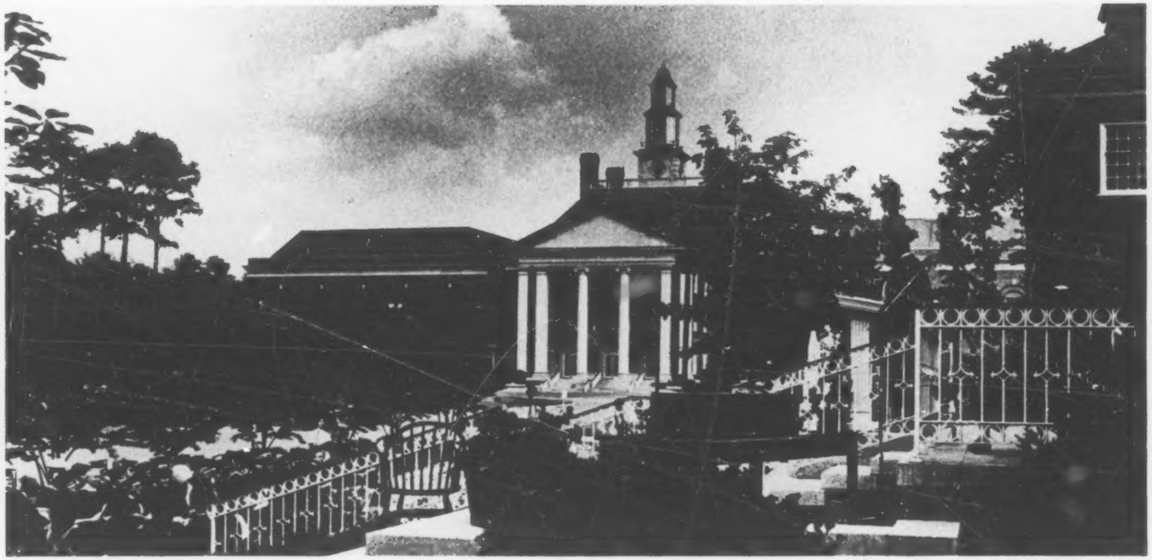
Experiential learning with a strong basis in the liberal arts is the key to a Bridgewater education. An internship program encourages students to explore career options and to experience first hand the day-to-day realities of the work place. A three-week interterm in late winter allows students to choose among widely varied learning experiences and to concentrate on subjects of particular interest. A dual-degree program in forestry is offered in cooperation with Duke University. A five-year dual-degree program in engineering is offered in cooperation with Georgia Institute of Technology. Students who complete Bridgewater's program in teacher education are eligible for certification to teach in more than 30 states. Honors and independent study programs provide unlimited opportunities for students to range beyond the specified course curriculum.

The curriculum is divided into three major parts, each with its own requirements and objectives: general education, a field of concentration, and elective courses. The general education courses are designed to ensure that students acquire an understanding of people and their cultural, social, and natural environments. Fields of concentration courses provide depth and breadth of study in a major area. Elective studies increase skills and understandings in and beyond the major field, meet avocational interests, and fulfill requirements for graduate and professional schools.

The college strives to promote broad intellectual experiences as well as proficiency in specific subject fields. A primary academic objective is a comprehensive appreciation of the social sciences, the humanities, and the natural sciences. Bridgewater endeavors to give its graduates a strong basis from which to choose and prepare for specific careers and productive lives.

CBN University

Virginia Beach



CBN University was incorporated in 1977 as a non-profit educational corporation and in July 1979 received approval to grant the master's degree. The University is a candidate for accreditation by the Southern Association of Colleges and Schools.

CBN University shares its 200-hundred acre campus near the eastern terminus of Interstate 64 with the International Communications Center of the Christian Broadcasting Network. This worldwide Christian ministry was founded in 1961 by Dr. M. G. (Pat) Robertson, who is also founder and Chancellor of the University.

Dr. Robertson explains that "CBN University was formed to be an institution of the highest intellectual standards, but with a transcending purpose to glorify God and His Son, Jesus Christ. Individuals who are both outstanding scholars in their own fields and who are also mature in the knowledge of God and His ways make up our faculty. Students are chosen not only because of outstanding academic qualifications, but also because they desire to use the skills and knowledge acquired at the University to glorify and to serve their world."

CBN University presently includes graduate schools of Biblical Studies, Business Administration, Communication, Education and Public Policy. A master plan for the university projects a total of some 15 schools and an on-campus enrollment of 6,000 students.

Utilizing satellite transmission of televised courses and other state-of-the-art technology, CBN University intends to be a pioneer in the "Extended University" concept to reach students around the world. Direct Broadcast System (DBS) is the newest technology and may enable CBN University to reach millions of individual homes around the world.

On-campus enrollment, presently at 325, is expected to increase dramatically with the completion in December 1983 of a 155,000 square-foot library and classroom center that will house four graduate schools and a library with capacity for one million volumes. This will be one of the most sophisticated library-research facilities in the nation: fully computerized and linked to a network of over 6,000 libraries in North America, with access to 100 data bases across the country. This new facility will provide the resources and technology to support the large number of graduate students expected in the near future.

The faculty are productive and creative scholars who hold the highest degrees in their disciplines and have experience commensurate with such academic training.

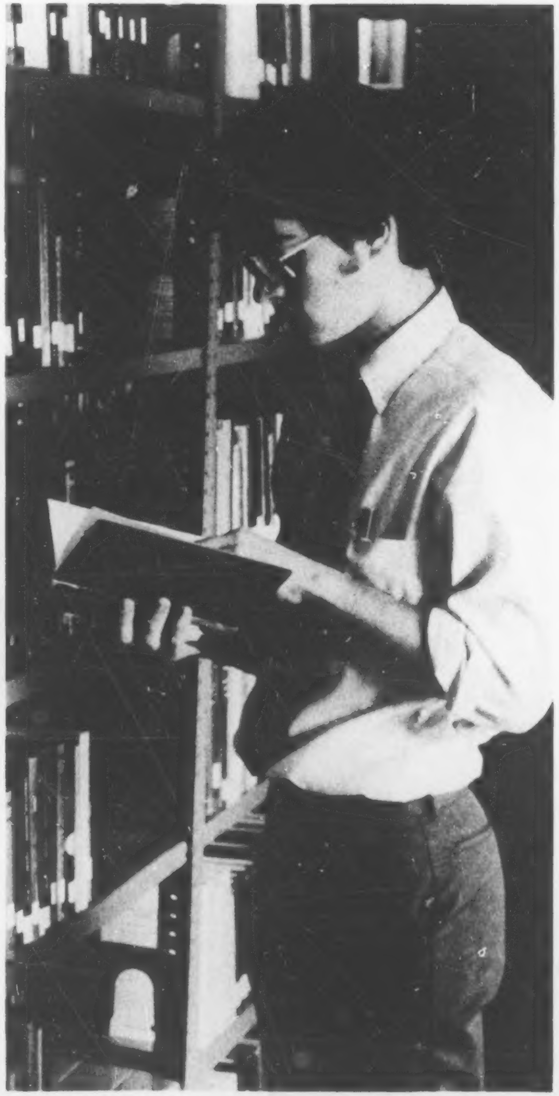
Christendom College

Front Royal

Christendom is a four year Catholic liberal arts College founded in 1977 by a group of Catholic lay educators. The College seeks to form its students in a curriculum centered on the truths of Divine Revelation as taught by the Catholic Church, and the truths of natural reason as derived from the natural law and human experience. The curriculum looks to integrate harmoniously the knowledge acquired from both these sources. The College desires to foster in its students a commitment to the lay apostolate, that is the task of transforming the social order in Christ.

Christendom College grants both the Associate of Arts and the Bachelor of Arts degrees. Students preparing for the Bachelor of Arts degree may major in English, French, history, philosophy, political science, and theology. Students are invited to participate in career or orientation programs in journalism, law, politics, and teaching. Each career orientation program involves special course work and practical experience directed by practitioners in that field.

Students are drawn from around the United States and some foreign countries. Two-thirds come from beyond the Maryland-Virginia area. The college now has 105 students living on a 74 acre campus overlooking the Shenandoah River. The College has a vigorous financial aid program in the form of work-study and scholarship grants.



Eastern Mennonite College

Harrisonburg

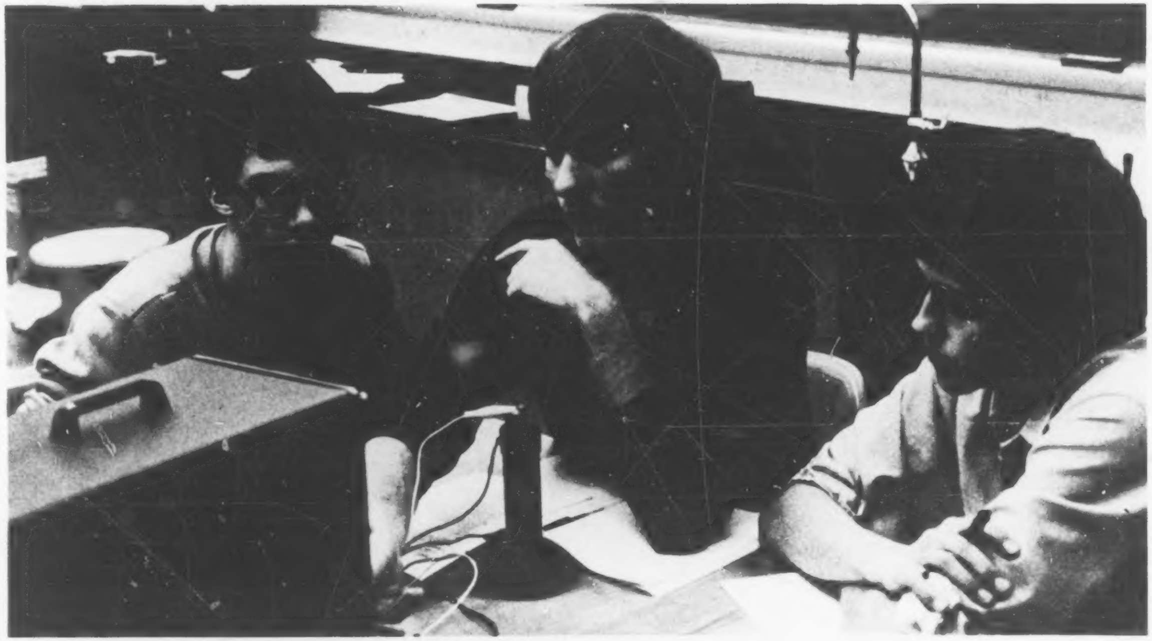
Eastern Mennonite College is a liberal arts college of the Mennonite Church. The College offers both Bachelor of Arts and Bachelor of Science degrees. Professional and pre-professional programs are emphasized. At present, a diploma is granted for completion of a two-year program, but plans for awarding associate degrees are being considered.

The seminary arm of the College offers the Master of Divinity, Master of Arts in Church Ministries and the Master of Arts in Religion degrees. The College offers a Master of Education in Christian School Instruction degree.

Eastern Mennonite College serves the Mennonite Church and the broader Christian community, both by providing persons who will, through teaching and example, assist the church in the pursuit of its mission and meaning, and by demonstrating responsible stewardship in receiving and offering its material resources. In addition, EMC strives to guide students through academic disciplines which will enhance their abilities to read critically, think clearly, communicate effectively, and inquire persistently, and which will instill attitudes and habits for life-long, self-directed learning.

The College attempts to use its resources and to educate students who will, in turn, use their resources to improve the welfare of all human kind by working toward world peace, just social structures, and equality of access to the basic human necessities for life and dignity.

The College does not anticipate major changes in curriculum or program offerings. The enrollment in the teacher education program is expected to continue to increase and therefore there may be some expansion in this curriculum. The areas of chemistry and biology may also experience some growth. A major thrust will be the further development of the business program with significant enrollment increases in this area.



The College will continue to strengthen its liberal arts and humanities emphasis for all students; however, this is not expected to result in an enrollment growth in these areas. The major future emphasis will be on program quality, a professionally developing faculty, and adequate facilities and equipment for all programs.

Eastern Virginia Medical School of the Eastern Virginia Medical Authority

Norfolk

In 1964 the General Assembly created the Norfolk Area Medical Authority as the Body responsible for the development of the Eastern Virginia Medical School.

In 1975 the General Assembly changed the name of the Authority to the Eastern Virginia Medical Authority to reflect more accurately the regional support for the Eastern Virginia Medical School. The EVMS operates a regional, community-based medical education system using both private and public support and the resources of the community to forward its educational activities.

The Medical School was established as a three-calendar year program leading to a Doctor of Medicine degree; conversion to a four-calendar year program began July, 1983 with one-half of the entering class following the new four-year program and one-half following the three-year program. All succeeding classes will utilize the four-year curriculum. The major aim is to produce scientifically able, compassionate practitioners with a major emphasis in primary care.

At present there are 96 students per class. This number represents the most efficient class size for the medical school.

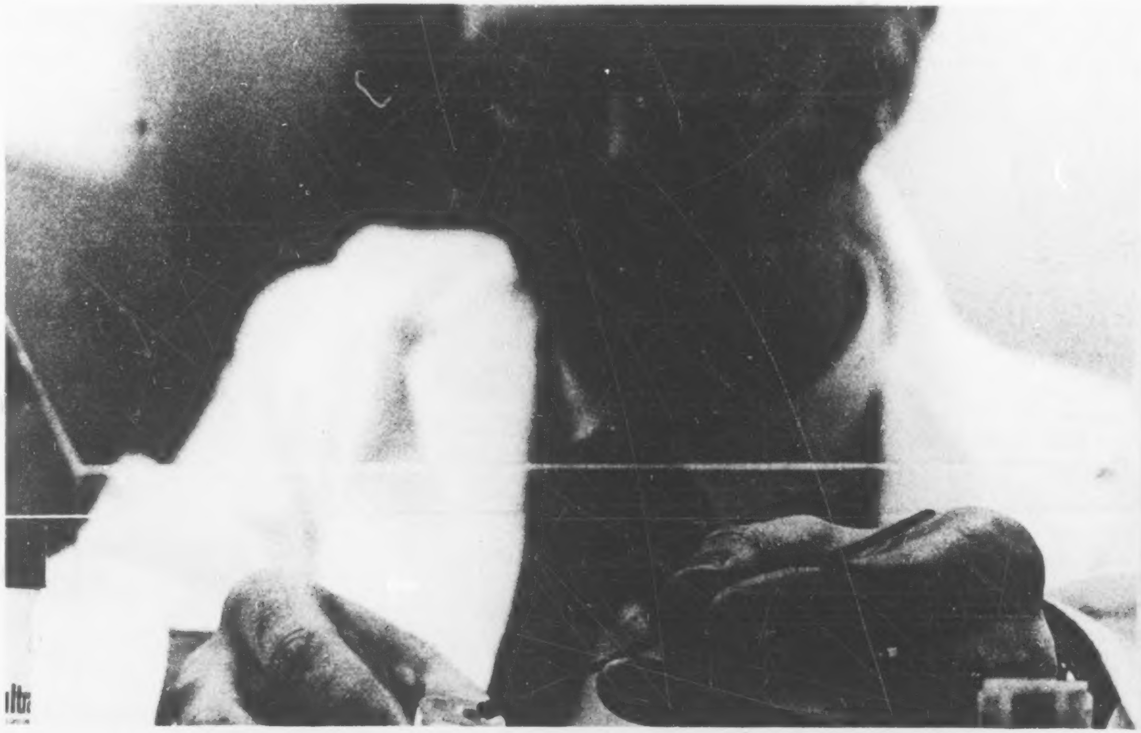
The Medical School also provides continuing medical education programs for physicians in Eastern Virginia and through the Eastern Virginia Inter-Hospital Medical Education Committee (EVIMEC) provides continuing health education programs for staff members of the 28 area hospitals now affiliated with EVIMEC. The Medical School does not plan to own or operate a hospital but, acting in partnership with the communities of Eastern Virginia, will develop further the existing clinical educational and service programs in this area.

In 1978 the Eastern Virginia Medical Authority was granted permission to offer master's and Ph.D. degrees as well as a joint program in clinical Psychology (Psy.D.). The joint program is offered by the College of William and Mary, Old Dominion University, and the Eastern Virginia Authority in association with Norfolk State University.

A similar joint program at the Ph.D. level in biomedical sciences, using the resources of Old Dominion University and the Eastern Virginia Medical Authority, began in July, 1979. The Authority also offers a Master of Science program in Art Therapy and provides training sites for psychology interns.

In 1974 the Medical Authority organized the Eastern Virginia Graduate School of Medicine to oversee the post-M.D. residency training programs in the associated hospitals in Eastern Virginia. The Graduate School of Medicine now operates 17 different programs in 14 regional hospitals.

Currently over 850 members of the community have appointments to the faculty of the Eastern Virginia Medical School and are involved in curriculum development and its implementation at all levels of the medical education continuum.

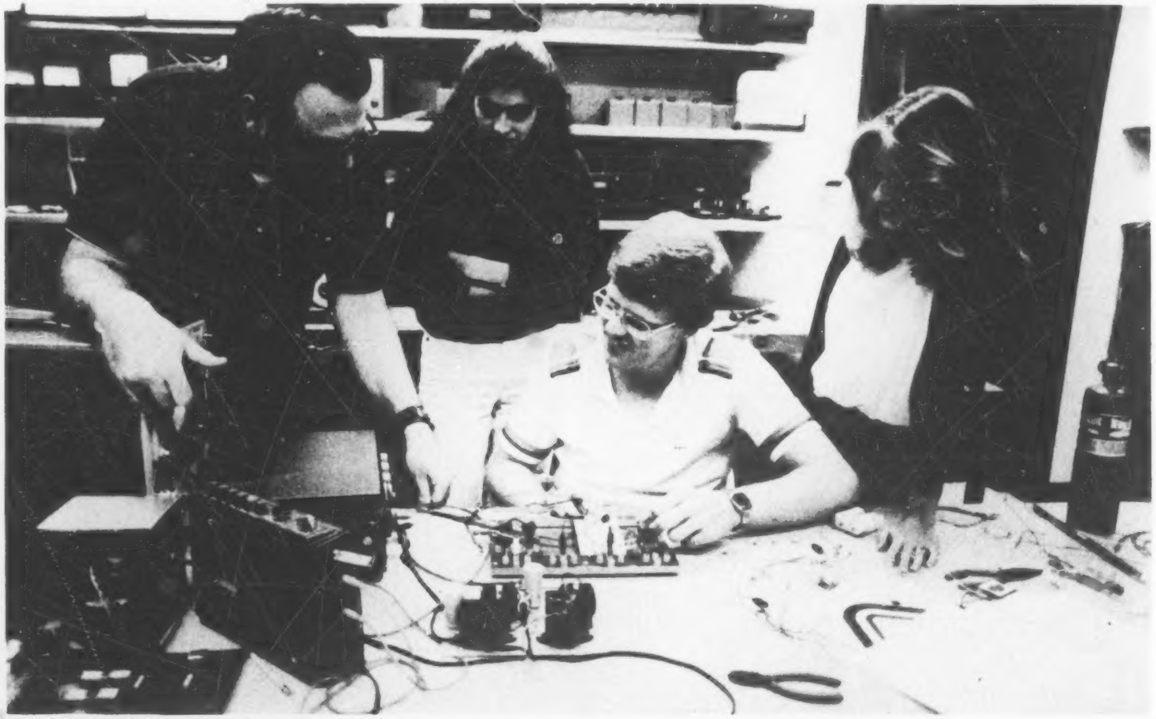


Emory & Henry College

Emory

Emory and Henry College is a coeducational, liberal arts college granting the Bachelor of Arts and Bachelor of Science degrees. The numbers of men and women are approximately equal, with about three-fourths of the students living on the campus.

The College operates under a charter granted by the Commonwealth of Virginia on March 25, 1839, and since its founding it has been related to the Holston Conference of The United Methodist Church. It is the oldest educational institution in Southwest Virginia and one of the few schools in the South which originally opened as a college and continued under its original name. Primary emphasis is on quality of instruction, with 80 percent of the teaching faculty holding earned doctorates. The location of the College affords it an opportunity to serve a primarily rural region in providing cultural and library facilities, concerts, and theater, all of which are open to the public. In addition, the College involves its faculty and students in regional programs of field study and research.



The Bachelor of Arts and Bachelor of Science degrees may be earned in 21 disciplines or a variety of interdisciplinary programs involving the humanities, social sciences, and sciences. Cooperative degree programs in engineering (with Tulane University and North Carolina State University), in forestry (with Duke University), and in medical technology are also offered. Cultural enrichment programs, along with intercollegiate and intramural athletics and student-oriented recreational activities, complement the academic environment. The College's programs in teacher preparation are accredited under the "approved program" approach by the Virginia State Department of Education. This approval carries with it reciprocity agreements, through the National Association of State Directors of Teacher Education and Certification (NASDTEC) and through the Interstate Certification Contracts, with a total of 33 states.

Twenty-eight states and nine foreign countries are represented in the College's student body, with the largest number of students coming from Virginia, Tennessee, and North Carolina. The College intends to remain small and residential.

Ferrum College

Ferrum

Ferrum College, an accredited baccalaureate institution, started as Ferrum Training School in 1913 offering elementary and secondary education and operating six branch schools in the Virginia mountains. A two-year college was added in 1926 and in 1955 Ferrum became exclusively a two-year junior college. Ferrum's accreditation as a four-year institution was awarded in 1976. Organized by the Methodist women, Ferrum continues to be associated with the Virginia United Methodist Conference.

A coeducational and residential liberal arts institution, Ferrum offers bachelor's degrees (B.A., B.S., and B.S.W.) and associate degrees (A.A., A.S., A.F.A., and A.A.S.).

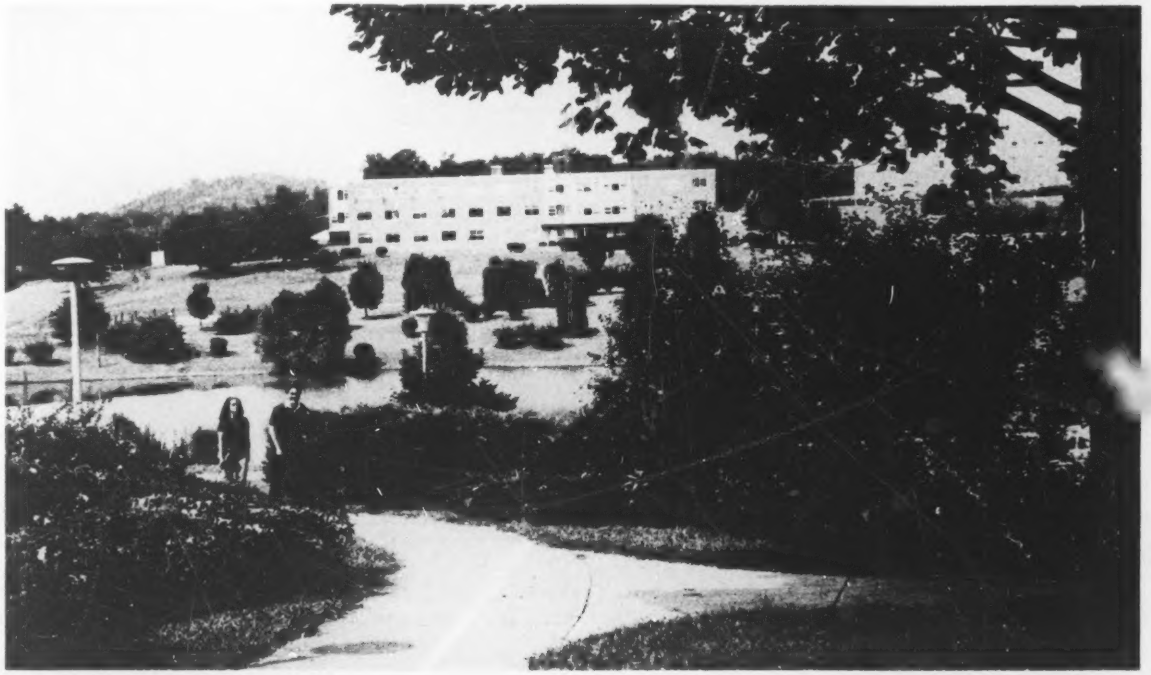
Baccalaureate degree offerings include 13 program areas: agriculture, business enterprise, computer science, educational theatre, environmental studies, general studies, international studies, language resources for management, psychological studies, public affairs and administration, recreation and leisure services, religious or philosophical studies, and social work. To provide a greater range of options, in 1984 the number of bachelor's degree majors will expand to 25 and there will be 29 minor areas of study.

A wide range of program areas are offered which lead to the associate degree. Approximately 20 percent are in the career and professional area and 80 percent in the liberal arts. Ferrum also has a two and four-year Army ROTC program.

Although the majority of Ferrum's 1,500 students come from Virginia, the college draws students from 23 other states and several foreign countries. Ninety percent of the students reside on campus. Special effort is given to the inclusion of economically and educational disadvantaged persons.

Small classes and a student/faculty ratio of 17 to 1 mean students have an opportunity to form close relationships with their professors. Since most faculty and staff live on campus, they are able to provide personalized attention to the students, a distinguishing characteristic of the college.

Ferrum also has a proud heritage of selfless community service and a strong interest in preserving the traditions and culture of the Blue Ridge region through the varied activities of the college's Blue Ridge Institute. Each fall over 30,000 people visit the 754-acre campus for the Blue Ridge Folklife Festival and in the summers visitors to the Institute's reconstructed 1800's log farm learn about the daily life of the original settlers through living history programs.



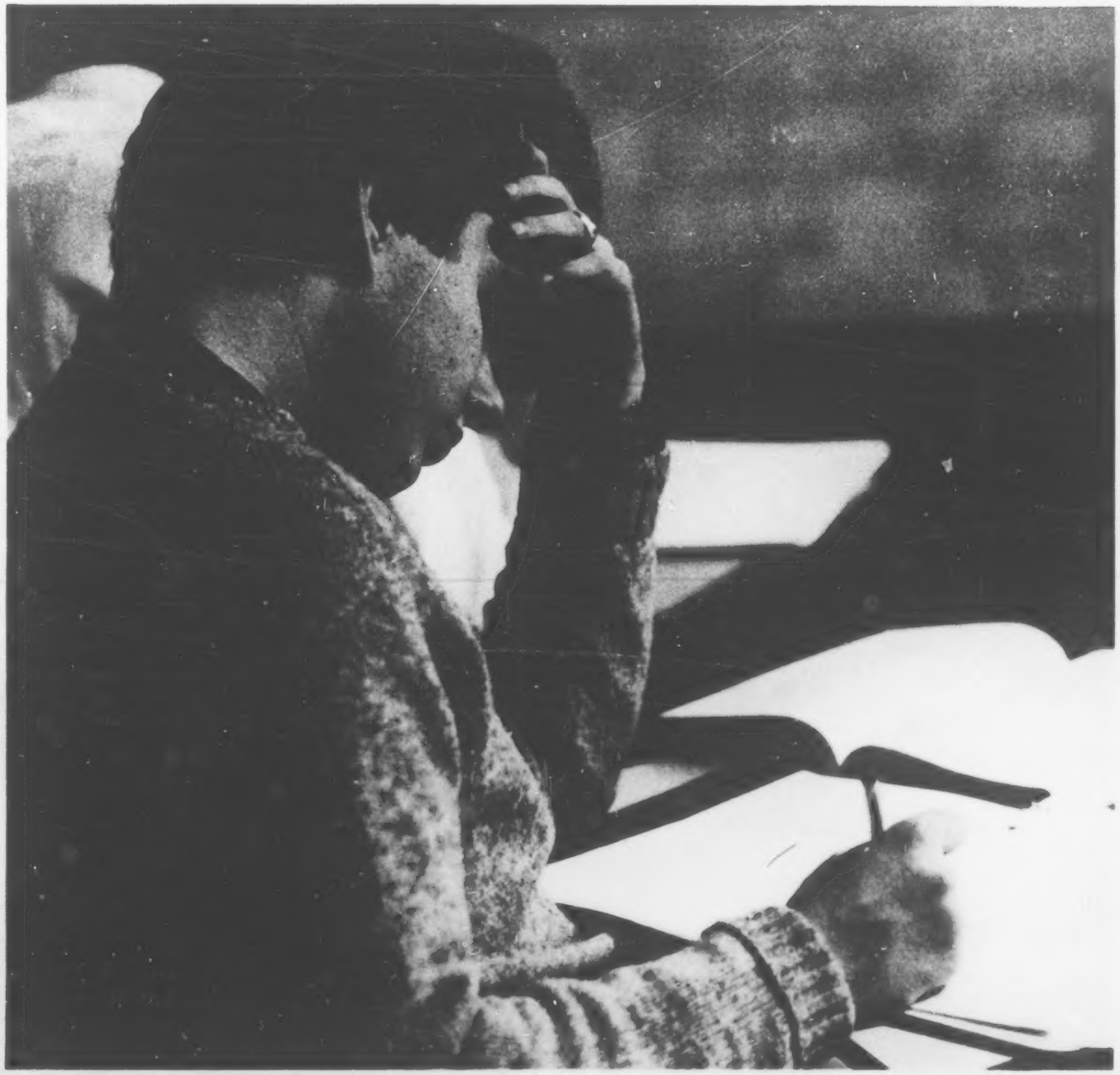
Hampden-Sydney College

Hampden-Sydney

Hampden-Sydney, a four-year liberal arts college for men, has been in continuous operation since January 1776. The College is committed to the belief that liberal education provides the best foundation not only for a professional career but also for the challenges of life. In this regard, a student may choose to concentrate in any one of twenty-six majors within the areas of the humanities, social sciences or natural sciences. The College offers the Bachelor of Arts and the Bachelor of Science degrees and prepares students for professional training in law, medicine, government, teaching, the ministry, and other career fields.

Basic to the success of the College's program is the faculty, 90 percent of whom hold earned doctorates in their fields. The student/faculty ratio is 12/1, and the average class size is 20 to 25. While the College places primary emphasis on teaching skills, faculty research is encouraged as an aid to improving the quality of teaching.

About 55 percent of Hampden-Sydney's 770 students are from Virginia. The College is actively recruiting students from broader geographic, ethnic, and cultural backgrounds.



Hampton Institute

Hampton

Hampton Institute was founded in 1868 by Samuel Chapman Armstrong, a 27 year-old Union Brevet Brigadier General who sought to provide "an education for life" for former slaves. A small, private, residential, coeducational liberal arts college, Hampton offers educational opportunties to qualified students regardless of race, color, creed, sex, or extent of handicap.

The College is organized into five undergraduate schools and a division of Graduate and Continuing Studies. The undergraduate schools, offering 45 bachelor degrees, are: Arts and Letters, Business, Education, Nursing, and Pure and Applied Sciences. The Graduate Division offers the Master of Arts and the Master of Science, which may be earned in the following areas: administration, communication disorders, elementary education, guidance and counseling, secondary education, supervision and museum studies (Master of Arts); biology, communication disorders, nursing, chemistry, and physics (Master of Science). Among the new curricular program thrusts are an M.B.A. program in business, chemical and electronic engineering programs initiated in Fall 1983, and civil and mechanical engineering programs scheduled for the near future.

Top priority is given to good teaching at Hampton Institute, which has a faculty-student ratio of 1/20. Hampton remains faithful to its traditional commitment of coping with the problems of educating students whose academic and personal growth, potential and promise may have been inhibited by lack of economic, social, and educational opportunity.

The student body is composed of men and women from 40 states and ten foreign countries. There are 214 faculty, 42 percent of whom hold the doctoral degree.

The College's 204-acre waterfront campus, affectionately known by students and alumni as their "Home by the Sea," is designated as a National Historic Landmark.

Hollins College

Hollins

Founded in 1842, Hollins is an independent, nondenominational college for women dedicated to a liberal arts program of the highest quality.

The College was founded 140 years ago to give young women "the same thorough and rigid mental training as that afforded to young men." More than a century later, Hollins reaffirmed its determination to remain a college for women and strengthened its commitment to providing excellent education for women in today's world.

The College awards the bachelor of arts degree in 35 fields and the master of arts degree in English and creative writing, psychology, liberal studies, and theatre arts. Particular emphasis is placed on business and economics, English, the sciences, and art and on such non-traditional areas as Russian studies, statistics and film.

The 850 undergraduates reside on the 450-acre campus, located a few minutes from downtown Roanoke. Classes are small, with a student/faculty ratio of 10/1. Students come from 40 states and the District of Columbia and such foreign countries as the People's Republic of China, India, Sweden, Kenya, Malaysia, and Saudia Arabia.

Students take four courses during the two 12-week terms and have a four-week term in January and February for career internships, independent studies, and special courses.

Through the college's Hollins Abroad London and Hollins Abroad Paris programs, 120 students live and study abroad each year.

Institute of Textile Technology

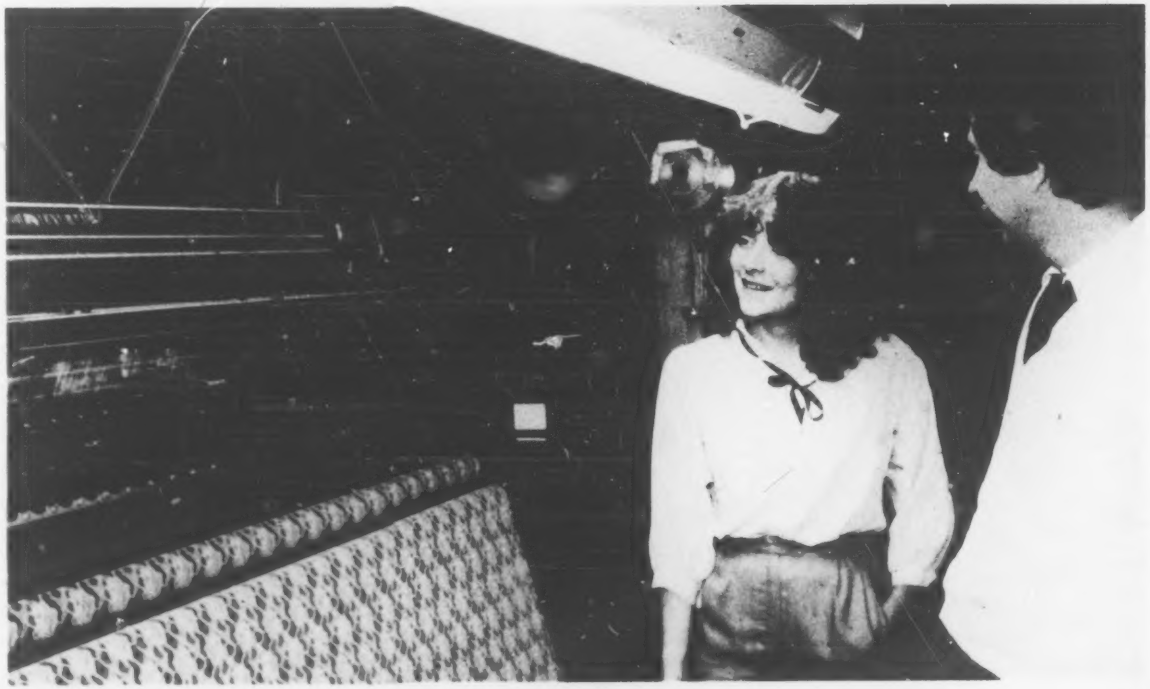
Charlottesville

The Institute was established and is maintained exclusively for educational, scientific, and literary purposes. Its three principal objectives are: to train individuals at the graduate level in the fundamental sciences and in textile technology; to conduct research on textile materials and processes; and to maintain a library and information service to keep the scientific community informed of technological developments throughout the world in textiles and related fields.

Each member company of the Institute provides financial support to the organization and appoints representatives to the Technical Advisory Committee, composed of textile industry executives and technical personnel who meet twice a year with the Institute faculty.

For acceptance into the graduate school of the Institute, a student must be awarded a fellowship. Approximately ten of these are awarded each year to students who major in the physical sciences, mathematics, or textiles and have an interest in textile careers. The granting of degrees depends not only on credits for academic courses, but also upon demonstrated research ability and satisfactory completion of an approved thesis project plus the knowledge gained from practical experiences in the textile industry. Normally in this program the student will devote one-half of the time to formal classes and the remaining one-half to research. Periodically, fellowships are granted for study at the doctoral level.

The Institute of Textile Technology is a tax exempt, educational, scientific and literary organization supported by textile companies located throughout North America. Chartered in 1944, it was located in Charlottesville in order to have access to the textile industry in the Southwest and New England, as well as the Canadian textile industry, and so that it could utilize the various resources of the University of Virginia. The Institute offers the Master of Science degree (a two-year program) and the Doctor of Philosophy degree. The Institute is unique, with a very small, selective enrollment and a primary mission of advancing the knowledge base with respect to textiles and related fields. It will continue to remain small and selective.



Liberty Baptist College

Lynchburg

Liberty Baptist College, founded in 1971, is a coeducational multi-purpose institution offering the Bachelor of Science and Masters of Arts, Education, Religious Education and Divinity degrees. The College offers a variety of programs and sixty majors in two schools (Religion and Education) and five divisions (Business, Communications, Fine Arts, Natural Science and Math, and Social Science).

The College emphasizes scholarship in an environment of fundamental Christianity. The curriculum is designed to prepare individuals to serve in a changing world and still maintain values that are basic to successful living. Each student has the opportunity to use in a practical way the knowledge obtained in the classroom.

The enrollment has steadily increased from 154 in 1971 to nearly 4,000 in the Fall of 1983. Students come from all fifty states and twenty-five foreign countries. Placement for graduates has been very successful in all fields throughout the United States.

The campus, located on Liberty Mountain, covers 4,000 acres. The lower campus where the existing buildings are located covers 168 acres and currently has 37 buildings including 5 classroom buildings and 22 dorms. A Master Plan termed "Project Liberty" calls for the construction of a library and classroom building, a student life center, a convocation center, a stadium and two major entrances and exits to the campus.

Lynchburg College

Lynchburg

Lynchburg College is a senior, coeducational, nonsectarian liberal arts college related to the Christian Church (Disciples of Christ). Located in the City of Lynchburg, it draws students from a wide geographic area. The College was founded in 1903 as Virginia Christian College, and in 1919 the name was changed to Lynchburg College. Although primarily an undergraduate institution offering general education in the arts and sciences, the College also has a graduate program offering master's degrees in three major areas. The graduate program primarily serves students who work in the city and surrounding counties, as well as students who take courses on a part-time basis.

Lynchburg expects to remain a small college offering baccalaureate degrees in the arts and sciences and the master's degree in three areas. A school of business offers graduate and undergraduate programs and short courses for the business community through an Institute of Management. Teaching is the primary responsibility of faculty members. Research, writing, and community service are encouraged.

Major programs are offered in arts, sciences, and applied studies fields: area studies (American); biological sciences; accounting and business management; education, including elementary, secondary, and special education; fine and applied arts; foreign languages; health professions (nursing, health sciences, and pre-medical and pre-dental); letters; mathematics; health and physical education, and recreation; physical sciences; psychology; social sciences; religious studies; health services (medical technology), communication; and computer sciences. A 3-2 program in engineering is offered in cooperation with the Georgia Institute of Technology and Old Dominion University. The master's degree is offered in education, business administration (management control, industrial management, personnel management, and public administration), and physics (physics, communication theory, and nuclear). Under a 3-2 program in the School of Business, a student may qualify for both the B.A. and the M.B.A. The Education Specialist degree is offered in counseling, special education, and educational leadership.

Under the "Lynchburg Plan" of general education, students may choose to meet basic general education requirements under a "General Option" based upon a traditional pattern with added flexibility, or a "Thematic Option" under which the student chooses a theme based on courses drawn from the humanities, social sciences, and natural sciences. Themes include such examples as the following: American studies; environmental studies; the nature of man; language arts; science, technology and human values; man in society; European studies; man and the imagination; war and peace; and women's studies.

Under a guaranteed fee rate plan, the tuition and room and board fees quoted when a student enters the college prevail for four years of continuous full-time enrollment.

About 55 percent of the students enrolled are from Virginia. Out-of-state students are mainly from the Middle Atlantic states, New England, and Florida. Electing to remain a small college, Lynchburg College does not plan an appreciable expansion of its present enrollment consisting of 1,655 full-time students, 702 part-time students and special students, totaling 2,357, of whom 542 are graduate students. There is dormitory space for 1,244 students, about three-fourths of the full-time undergraduate enrollment.

Mary Baldwin College

Staunton

Mary Baldwin College, a liberal arts college for women related to the Presbyterian Church (U.S.A.), offers the Bachelor of Arts degree. Founded in 1842 as Augusta Female Seminary in Staunton, it became a junior college in 1916 and a four-year college in 1923, at which time the name was changed to Mary Baldwin College.

The emphases of the institution are on instruction and the preparation of women of all ages for challenging careers and responsible roles in society. The educational program in the liberal arts is designed to foster learning to lead to flexibility of mind and strength of values and provide the foundation for future careers, professions, and positions of leadership. Students may earn a degree under one of two general methods or programs. The first is the traditional, four-year liberal arts program designed primarily for the residential student who has just attained college age. This program provides a flexible curriculum which makes possible many options in designing a major and in forms of learning which, in addition to regular classes, include independent study and experiential learning projects under faculty guidance. A short May term is used for concentrated study in one area, as well as for off-campus field instruction.

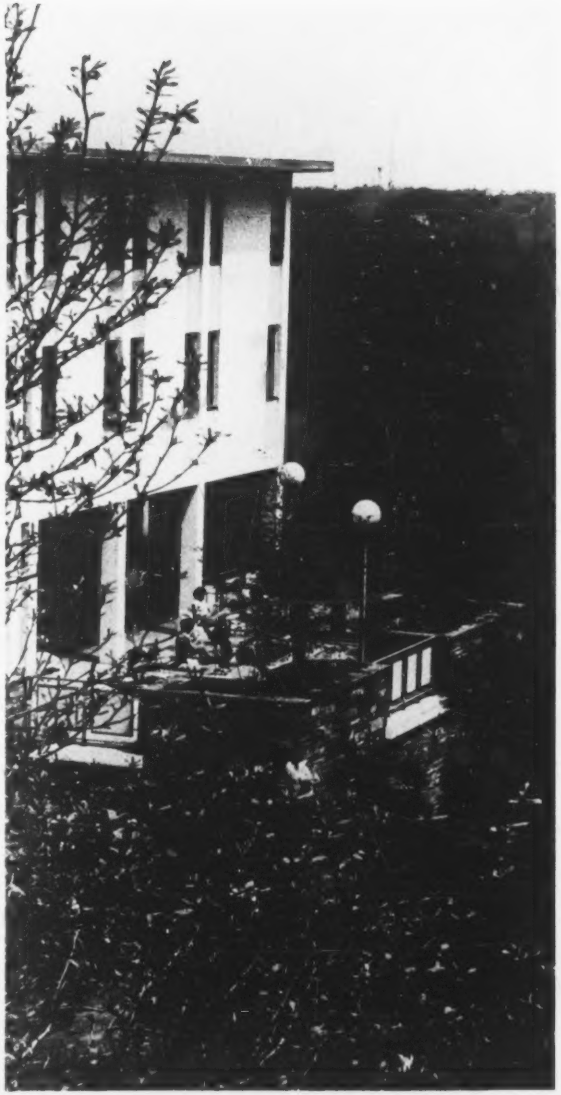
The second program, the Adult Degree Program, is designed to meet the educational needs of adults. The program, which began in 1977, is a non-residential, individualized degree program which permits a student to work independently at her own pace and at a location that best suits her study and life circumstances. The learning contract method of instruction is used. Contract activities may include course work, independent study, correspondence courses, or a combination of these activities. The college assesses and gives credit for the college-level learning a student has acquired prior to admission to Mary Baldwin through the prior-learning portfolio process.

The student body of approximately 835 degree-seeking students is drawn prmarily from the geographic region east of the Mississippi, with the majority from the Virginias, the Carolinas, Georgia, Florida, Texas, New Jersey, New York, Pennsylvania, and Maryland. Approximately 80 percent of the student body is residential and enrolled in the degree program. Fifteen percent of the total are off-campus students enrolled in the Adult Degree Program.

Faculty are appointed on the basis of teaching ability and scholarly credentials. Of the 56 full-time faculty, 41 (75 percent) hold the highest degree in their disciplines. Among the 17 adjuncts, five (30 percent) hold the highest degree.

Marymount College of Virginia

Arlington



Marymount College of Virginia is an independent college for women which enrolls more than 1,000 students in undergraduate programs. Programs at the master's level are coeducational and enroll more than 500 students. The College is located in residential Arlington within sight of Washington landmarks. Its 18-acre campus includes residence halls, a student center housing gymnasium and swimming pool, a library, and several academic buildings.

Marymount was founded in 1950 by a Catholic religious order famous internationally for its educational functions. In 1960, Marymount was incorporated as an independent Virginia college. Its governing board includes alumni, attorneys, bankers, business men and women, educators, and representatives of other professions.

Marymount offers the M.A., M.B.A., M.Ed., B.A., B.B.A., B.S., B.S.N., A.A., and A.A.S. degrees in conventional and time-shortened study cycles. Part-time cycles, evening study, and full summer programs are also offered. Graduate programs are offered in many off-campus Northern Virginia locations including the Pentagon, Data General, and Advanced Technology in McLean. The College seeks a national enrollment. Currently students are enrolled from 28 states and 27 foreign countries. Virginia residents comprise approximately 51 percent of the student body.

Undergraduate programs are offered in 32 fields with the master's degree offered in business, human resource development, liberal studies, nursing administration, and special education. The College is a member of the Virginia Foundation for Independent Colleges.

National Business College

Roanoke

National Business College was founded in Roanoke — in 1886 and has been located at its current location in the center of the city since 1916. National is a privately owned, independent, coeducational junior college. The College offers academic degrees at the Associate level with emphasis on business career disciplines. The College is accredited by the Accrediting Commission of the Association of Independent Colleges and Schools. Residential students comprise 30 percent of the student body.

The institution's physical facilities consist of a main academic and administrative building; a men's residence facility housing 80 men; a 250-capacity women's residence hall, which includes a cafeteria; and a student leisure center. Expansion of the Roanoke academic facility is planned. The College also operates branches at Bluefield, Charlottesville, Danville, Lynchburg, and Martinsville.

The College functions as two schools -- Business Administration and Secretarial Science – with 11 degree programs and eight diploma courses. Major areas of study leading to the Associate in Arts degree include Accounting, Management, Marketing, Computer Science, Real Estate Management, Finance, Fashion Merchandising, Secretarial Science (Legal, Medical, and Executive), and Court and Conference Reporting.

As a collegiate institution, National strives to develop each student intellectually, culturally, and socially while still emphasizing preparation for well-defined fields of employment.

National attracts students primarily from the tri-state area of Virginia, North Carolina, and West Virginia, although 65 percent are from Virginia. In addition, many other eastern seaboard states, as well as several foreign countries, are represented in the student body. There are equal numbers of men and women students. Racial minorities constitute 35 percent of the student body.

A strong emphasis is placed on adult and continuing education. In fact, approximately 30 percent of the students enrolled have families and are employed full-time. A special effort is made by the institution to meet the educational needs of these students.

In the future, National Business College will strive to stay abreast of changing career needs. Additional program areas will be added as the employment opportunities develop. Institutional studies of paraprofessional and administrative careers in the legal, medical, and dental professions are being conducted. Current programs offered will be evaluated for their suitability in matching the career goals of the individual students and the employment needs of society.

Northern Virginia Law School

Alexandria

Northern Virginia Law School is a private, coeducational institution that offers the only program leading to the Juris Doctor degree to be scheduled entirely on weekends. Founded in 1977 as the District of Columbia School of Law and incorporated in Virginia in 1980, the institution awarded its first degrees in September, 1982.

Northern Virginia Law School is the first weekend law school in the United States, and its weekend schedule is designed for the convenience of working, mature students with varied responsibilities. The School attracts students from the mid-Atlantic states, and many of those currently enrolled in the program hold graduate degrees in other disciplines.

The Law School faculty is composed of attorneys in the metropolitan Washington area who have extensive experience as government officials and private practitioners. The traditional legal curriculum, requiring more than four years to complete, is taught by the traditional case and casebook method of instruction.

Presbyterian School of Christian Education

Richmond

Presbyterian School of Christian Education is a graduate center for educational ministry which was established in 1914 by the Presbyterian Church, U.S. Today in the Presbyterian Church (U.S.A.), it is a unique, ecumenical institution serving all Presbyterians and more than 20 denominations. Its purpose is to "prepare men and women for service in church vocations with emphasis upon the educational work of the church at home and abroad."

Students in the small and selective student body of approximately 120 represent 28 states and 10 foreign countries. Graduates are in demand as directors of Christian education in local churches, church educational administrators, youth ministers, recreational and camp directors, early childhood education teachers, and other service oriented occupations. For the past three years there have been five positions available for every graduate who wishes to work in a local church.

The master of arts degree wtih emphasis on Christian education is the major two-year degree program, although students and graduates of accredited seminaries may receive the degree in one year. A master of arts with emphasis in church music and Christian education and a master of arts in Christian education and social work are both offered in cooperation with Virginia Commonwealth University. There is also a doctoral program in religious education. The doctor of education degree at Presbyterian School of Christian Education is a professional degree and candidates must have a minimum of two years' professional experience in Christian education in addition to a master's degree.

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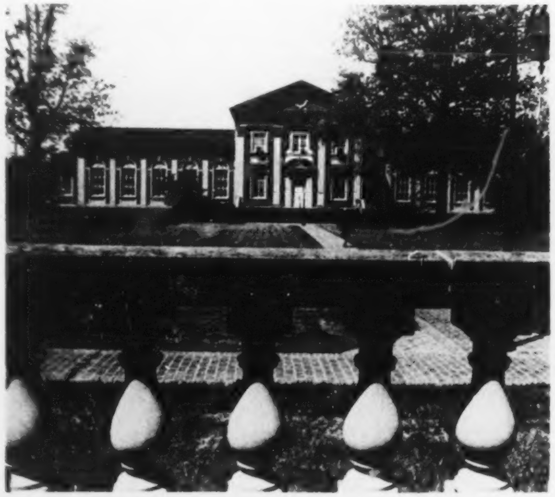
The graduate programs provide both skills training and a strong theoretical foundation for educational decision making. The curriculum integrates three areas of study -- biblical, theological and educational. Nearly one half of each program consists of required courses and the remaining coursework is composed of electives chosen by the student and faculty advisor to meet the student's career goals and interests. Theory and practice are eqully emphasized.

The diversity of the curriculum has led to the development of other programs which reach out to the community, to the church nationally and to religious education in all denominations. These programs include year-round continuing education events, including a two-week Summer Institute; a Center on Aging which helps leaders in the church minister to older adults; an early childhood education center; a video education program with on-campus filming facilities; a recreation program for the surrounding community; and a center for volunteer services.



Protestant Episcopal Theological Seminary in Virginia

Alexandria

The Protestant Episcopal Theological Seminary in Virginia was founded in 1823 to educate men for the ministry. It now seeks to prepare both men and women for leadership, either as clergy or lay people, in the church and the world. The Seminary offers programs leading to the degrees of Master of Divinity, Master in Theological Studies, and Doctor of Ministry.

The Seminary is a residential, co-educational theological school of the Episcopal Church providing theological education for individuals interested in preparing for the ministry or other areas of service to the church. The wide variety of required and elective courses in the curriculum demands a diversity of teaching methods. At the same time independent work by students under supervision of faculty members is encouraged. Field education, required of all students, involves both students and faculty in a diversity of public service activities.

The Seminary has maintained a center for continuing education since 1967 for the "mid-career" training of individuals. The Seminary is a member of the Washington Theological Consortium. This consortium is intended to increase cooperation in theological education in order to take advantage of the resources of the Washington metropolitan area.

Considerable emphasis is placed upon individualization of education through close student-faculty relationships, possibilities for independent study, and the opportunity for students and their advisors to create individualized programs of study. The Seminary serves a wide range of students including those of other nationalities. In the midst of a growing urban area, the Seminary uses its geographic location in order to involve students in the major issues of urban life.

Faculty members are encouraged to maintain a continuing interest in research and study, and independent programs of study provide students with the opportunity for individual research.

Randolph-Macon College

Ashland

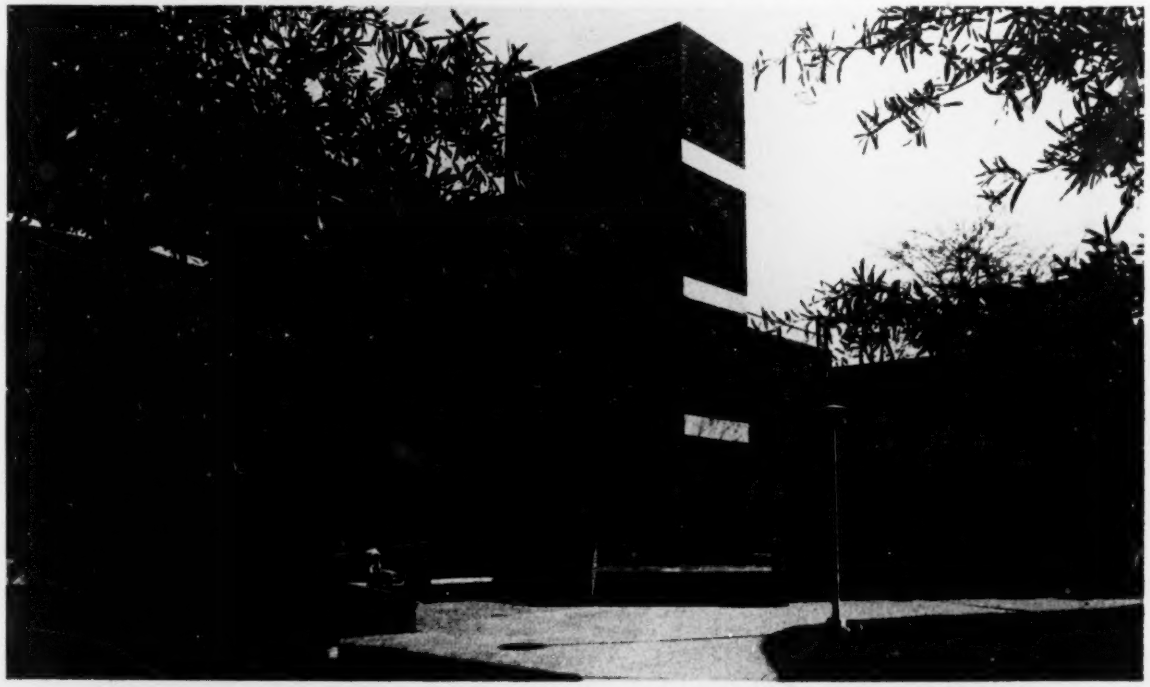
Randolph-Macon is an independent, coeducational, liberal arts college which was founded in 1930 by Virginia Methodists. Although not legally owned by the United Methodist Church, the College continues to recognize its relationship to that denomination. This relationship involves an awareness of the Christian commitment of its founders which led them to establish an educational institution concerned with the search for truth. Randolph-Macon accepts and strives to implement its educational mission in the spirit of those founders.

The liberal arts education at Randolph-Macon is a blend of humanistic and scientific study, rather than specialized or vocational training. The College offers nineteen academic majors leading to either the Bachelor of Arts or the Bachelor of Science degree. Students also may elect a formal minor field of study.

The curriculum is designed to develop the individual interests of students while avoiding a narrowness that might result from the development of those interests only. It emphasizes not only traditional academic values but also the importance of the encounter between students and instructors both in and outside the classroom.

Students become involved in research through programs of independent study, senior projects, and special courses designed for the four-week May term. An internship program provides diverse opportunities for students to gain practical experience in potential career fields. An approved program for teacher certification in Virginia is offered.

The College is primarily residential and draws approximately 65 percent of its students from Virginia. The remainder come from Maryland, Delaware, Pennsylvania, and other states. Women comprise only 40 percent of the students. Two-thirds of the students are graduates of public schools. The enrollment in 1982-83 was 923.



Randolph-Macon Woman's College

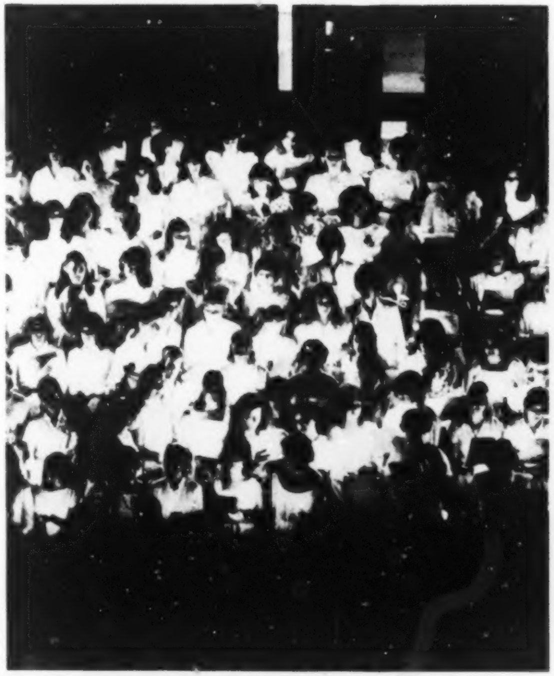
Lynchburg

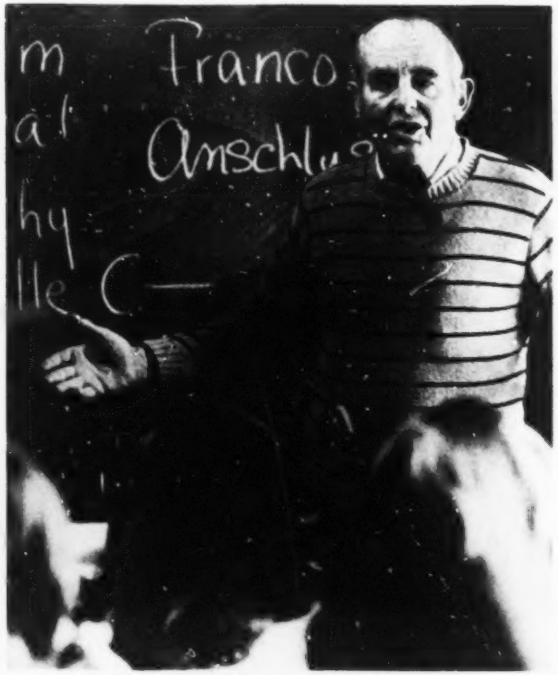
Randolph-Macon Woman's College is an independent, four-year liberal arts college for women. Affiliated with the United Methodist Church, it was founded in 1891 under a charter granted in 1830 to the original Board of Trustees of Randolph Macon College for Men. Since 1953, the College has had its own governing board of trustees.

The College offers a curriculum which involves study in the humanities and fine arts, the social sciences, and the natural sciences; this curriculum leads to the Bachelor of Arts degree. It also prepares students for certification as teachers at the elementary and secondary levels. At present there are no definite plans to offer graduate programs.

At Randolph-Macon Woman's College, the faculty devote themselves primarily to instruction. They are also continually involved in research directed primarily toward an enrichment of classroom teaching but frequently resulting in the publication of findings. Public service is rendered through an array of cultural activities, most of which are free to the public. In addition, the College offers continuing education courses for citizens of the community. Plans are underway for cooperation with the Woman's Resource Center of Lynchburg for more extensive educational service to women in the area.

The College offers courses in most of the traditional liberal arts areas. Interdisciplinary majors are offered in about ten programs, as well as majors in approximately 25 different areas of the liberal arts. Among the unique educational opportunities of the College is the Junior Year Program at R-MWC's Center at the University of Reading in England. Recent program additions include majors in medical technology, international relations, and communication, plus minors in computer science and business. These curriculum changes reflect R-MWC's desire to be responsive to increasing career opportunities for women while remaining basically a liberal arts college. This sense of mission is supported by the College's Career Development Center and by an experiential learning program. Other similar programs may be added depending upon financial resources and the needs of students.





Randolph-Macon welcomes students from the entire United States and from many foreign countries; the majority come from the southeastern United States. Virginians constitute the largest single group, and this pattern is expected to continue. The College will continue to function as an institution primarily for women students. Men are eligible to take courses, but they are not admitted as degree-seeking students in the regular B.A. program. Women of non-traditional college age are encouraged to continue their education through the College's "prime time" program. Special support services help to make the transition into higher education easier for these students whose education has been interrupted.

The College now serves a wide range of socio-economic groups. This diversity is made possible by an extensive program of financial aid. Students are required to live on campus unless living at home or with a spouse. It is expected that the number of part-time students will increase to a figure slightly above the present count, which is approximately 10 percent of the total enrollment.

Roanoke College

Salem

Roanoke College was founded near Staunton in 1842 by two pioneer Lutheran clergy, David F. Bittle and Christopher C. Baughman. Originally known as the Virginia Institute, the school was chartered in 1845 and moved to Salem in 1847, when it was renamed the Virginia Collegiate Institute. In 1853 the Virginia legislature granted the institution a charter as Roanoke College, raising it to the rank of a college. The college remains affiliated with the Lutheran Church in America.

Since its beginning the College's courses of instruction have been basically in the liberal arts. As a coeducational, baccaulaureate level institution with approximately 1,250 students, Roanoke College has a resident student body of approximately 900. Another 300 full-time students commute, while the remainder are part-time. Half of all students enrolled are Virginians. Most of the others come from states north of Roanoke. Large student populations come from Maryland, Pennsylvania, New Jersey, and New York.

The College offers programs leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Business Administration degrees.

There are currently 28 majors offered; they are administered through 12 different departments. In addition to majors in most of the traditional liberal arts, several interdisciplinary majors are offered (International Relations, Criminal Justice, Urban Studies) plus several in more specialized areas, such as elementary education and health and physical education, and computer science and statistics. The College maintains a strong undergraduate emphasis in the natural sciences and in mathematics and statistics. In the social sciences, students combine strong academic preparation with internship possibilities. A concentration in social work is offered, and a Center for Community Research has been established; the Center will increase student as well as faculty involvement in community projects. A Humanities Enrichment Program is underway, with strong financial backing from the National Endowment for the Humanities and private sources, bringing to the campus visiting professors and outstanding lecturers. With the completion of the F.W. Olin Hall in 1977, the College has given increased emphasis to majors in the Fine Arts. Current plans are to continue with the 4-1-4 calendar, with a strong January Interterm. A wide range of courses introducing computer applications into the liberal arts recently has been developed.

An extensive cooperative relationship with Hollins College has been developing over the years. Students may cross-register at the other college during regular semesters. In some majors, such as German, students may complete the program requirements only by taking courses at the other college. Also, Roanoke's facilities are used to provide courses leading to the Master's in Business Administration offered by Lynchburg College. A career counseling consortium is presently operating with the joint sponsorship of Roanoke College, Hollins College, Virginia Western Community College and the area public schools. In addition, Roanoke belongs to the Western Region Consortium for Continuing Education.

The continuing education effort is growing steadily, and short-term programs and summer educational opportunities are being designed for special groups in the area. The new Adult Learners Programs offer expanded educational opportunities and counseling for adult students.

Roanoke College is primarily a teaching institution. Research and public service on the part of individual faculty members are encouraged, but not at the expense of teaching. Research efforts remain modest; the amount of research directly funded from outside sources in any given year does not usually exceed $50,000. The major grant programs of the College are focused on the improvement of undergraduate teaching and faculty development.

Four new professorships have been established at the College within the past two years, including the John P. Fishwick Professorship in English and the H. L. Harris Professorship in Business Administration and Economics. The Jordon-Trexler Endowment in Religion has enabled the establishment of the Center for Church and Society, which is initiating educational programs to demonstrate the role of religion in society; and the Henry H. Fowler Professorship in Public Affairs in 1983 brought former Secretary of State Henry Kissinger to campus for classroom and public lectures.

An effort has been made to make the new Olin Hall an artistic and cultural center for the Roanoke Valley and for Western Virginia, both in the arts and humanities. In addition, it is anticipated that the Center for Community Research, which will focus particularly on policy evaluation, will provide a needed service for the Roanoke area.

Roanoke College plans no major modification in instructional purpose or function in the next decade. Enrollment is near capacity and is expected to remain stable. No new degree program and few new majors are anticipated in the new future; instead, a consolidation and strengthening of existing programs will be undertaken.

St. Paul's College

Lawrenceville

In February, 1883, a parochial school was organized in the Vestry room of a small frame chapel in Lawrenceville in Brunswick County, Virginia. Soon the quarters of the parochial school became too small for the increasing enrollment, and a three-room structure was built to accommodate the increasing population.

Saint Paul's College, as it currently exists, emerged from this humble beginning. From the Saint Paul's Normal and Industrial School (1888) to Saint Paul's Polytechnic Institute (1941) to Saint Paul's College (1957), the institution grew. The College places strong emphasis upon building Christian character. Although operated under the auspicies of the Episcopal Church of America, by formal resolution of the Board of Trustees, the College is open to students and teachers of all denominations and races.

As a liberal arts college, it seeks to develop an intellectual atmosphere in order to meet the broad range of needs of persons who seek admission. In addition to providing the best possible learning environment for its students, the College offers a scope of activities designed to anticipate and to fulfill the intellectual, cultural, and social needs of its community, both local and extended. Also, the College is committed to innovative approaches in the teaching-learning setting that broaden the educational horizons for persons whose intellectual capacities demand program flexibility. The Honor's Sequence Program gives outstanding students the opportunity to explore a variety of disciplines.

The College, with its five departments, offers the degrees of Bachelor of Arts in English, history, political sciences, and sociology. The Bachelor of Science degree may be obtained in the areas of biology, business administration, office administration, mathematics, and general studies. The Bachelor of Science in Education degree is available in biology, business education, elementary education (K-3 or 4-7), English, general science, mathematics, and social science.

The student body shows a geographical distribution of approximately nineteen states and seven foreign countries. The north-south boundary of the states represented in 1982-83 extended from Massachusetts to Florida and the east-west boundary from Maryland to Illinois.

The capable cadre of instructors represents thirty-four of the nation's leading colleges and universities. Forty-two percent of the faculty hold the earned doctorate. Sixty active memberships in the nation's leading professional organizations are held by the members of the faculty.

In the age of a highly complex technological society, each member of the Saint Paul's College community has an invitation and an obligation to participate in an expanding network for the improvement of the quality of life.

To meet the technological challenge of today's world each student is required to complete a course in computer information systems. To enhance computer literacy, beginning in 1986 all students will own a microcomputer which will be used for classwork. Students will be able to check out software, diskettes or cassettes from the college library just as books are checked out.

The total resources of the College are committed to the development of students who will be equipped to live effectively in a global society.

Shenandoah College and Conservatory of Music

Winchester

Shenandoah College and Conservatory of Music is a United Methodist-related, baccalaureate and master's degree granting institution located in the Shenandoah Valley.

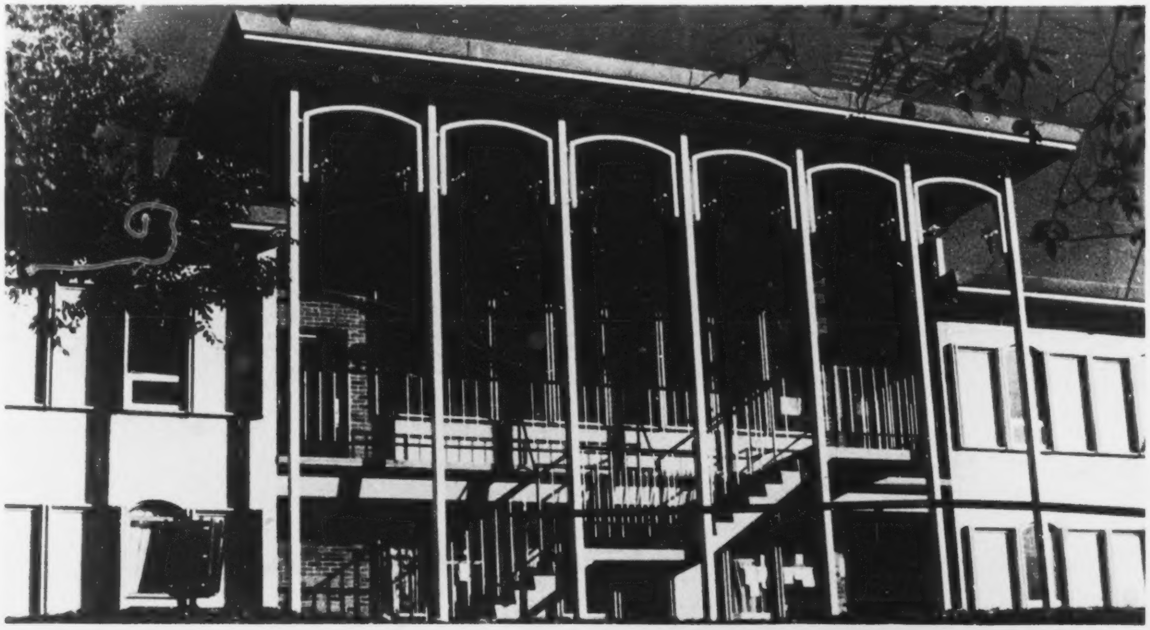
It was founded in 1875 in Dayton, Virginia, and moved to Winchester in 1960. The Winchester campus includes 60 acres with twelve modern buildings. Shenandoah offers two-year associate degree programs in nursing, respiratory therapy and piano technology. It offers four-year baccalaureate programs in music composition, music education, music management, music theatre, music performance, music therapy, philosophy-religion, psychology-education, recreation therapy, biology, chemistry, church music, dramatic theatre, elementary and secondary education, English, history, management, and mathematics.

Shenandoah's strengths since 1877 have been and continue to be its programs in music, health sciences, business, and general education.

Recent expansions in the academic programs at Shenandoah include baccalaureate curricula in nursing, respiratory therapy and dance education and an associate degree in equestrian studies. In addition, the College offers graduate instruction at the Master's degree level in business administration and music education.

Shenandoah emphasizes career education but also intends that its graduates be prepared to pursue graduate study; that they be discerning, effective citizens and creative leaders; and that, having independent learning capabilities, they be desirous of continued intellectual growth.

Shenandoah emphasizes a close student-teacher relationship. The student/teacher ratio is 9/1. The current student population of under 1,000 is about evenly divided between men and women who come from all social and economic levels. Over 60 percent of Shenandoah's students receive financial aid.



Shenandoah enrolls approximately one-third of its students from within a radius of 60 miles. Another third of the enrollment comes from Virginia and the surrounding tri-state area of West Virginia, Maryland, and Pennsylvania.

Shenandoah is a member of or accredited by a number of regional and professional associations, including the Southern Association of Colleges and Schools, the National Association of Schools of Music, the National League for Nursing, the Council on Education of the American Medical Association, the University Senate of the United Methodist Church, the National Association for Music Therapy, the National Association of Intercollegiate Athletics, the Association of American Colleges, and the National Association of Independent Colleges and Universities.

Southern Seminary Junior College

Buena Vista

Founded in 1867, Southern Seminary Junior College is a private, non-sectarian, two-year college with an enrollment of 300 women. The College provides a total educational experience which helps its students to develop intellectually, socially, physically, and spiritually.

Southern Sem offers three degree programs. The liberal arts curriculum which leads to an Associate in Arts degree is a traditional program that prepares the student for baccalaureate majors in arts and sciences. The College offers major programs leading to the Associate in Science degree in business, merchandising, secretarial science, physical education, animal science, early childhood education, interior design, physical education and recreation. The general studies curriculum, which also leads to an Associate in Science degree, is a somewhat more flexible major that can be adjusted to meet the lower division requirements in many bachelor's degree programs. The fine arts curriculum leads to an Associate in Fine Arts degree with emphasis on art, drama, or music.

The College also offers a Horsemanship Certificate which must be combined with another degree. Students not selecting a degree program may earn the Junior College Certificate.

Southern Sem fully intends to remain a small, two-year college with a program responsive to the special and changing needs of today's young women.

Sweet Briar College

Sweet Briar

Chartered in 1901, Sweet Briar College is a four-year residential college for women. The aim of the College is to offer sound instruction in the disciplines of the liberal arts, constantly reinterpreted and reorganized so as to apply to the changing society. To this end, the College also offers interdisciplinary studies, computer science, accounting, business and arts management, as well as internships and independent studies. The College confers only the degree of Bachelor of Arts.

The institution emphasizes teaching and faculty scholarship, especially that which improves and enriches teaching. Public service activities include programs for cultural enrichment of the local communities, continuing education for adults who wish to enroll as part-time students or register in special, non-credit courses designed to meet local needs, special short symposia on contemporary questions, and workshops for community and regional leaders on civic problems and development.

Bachelor's degree work is offered in the following fields of concentration: area studies, biological sciences, education, fine and applied arts, foreign languages, literature and letters, physical sciences, psychology, social sciences, and interdisciplinary studies. An innovative new program integrates use of the computer into the liberal arts curriculum, and joint majors are offered in computer science combined with mathematics, biology, economics, and studio art. Further significant additions to programs are not planned except, perhaps, for some increased offerings in area studies, applied arts, interdisciplinary studies, and selected and pre-professional studies.

With a resident enrollment of 98 percent and a full-time enrollment of 99 percent, Sweet Briar's size is expected to remain relatively stationary. Some 42 states and 22 foreign countries are currently represented within a student body of 750. Sweet Briar endeavors to serve all socio-economic and cultural groups, and a trend of the last ten year has seen some increases in the diversity of students from different economic, regional, and racial groups.

Union Theological Seminary in Virginia

Richmond

Union Theological Seminary in Virginia, a seminary of the Presbyterian Church (USA), was established at Hampden-Sydney College in 1812 and moved to Richmond in 1898.

Union is operated by the Synod of the Virginias and the Synod of North Carolina through a Board of Trustees. It regards its mission as education for the ministry. To meet this goal the seminary offers a basic program, graduate studies, and a program of continuing education.

The basic course requires three years, resulting in a Master of Divinity degree. The Doctor of Ministry degree is also available as a basic program. The student must spend four years, including a student-in-ministry year. The graduate school offers a program of studies leading to the degrees of Master of Theology and Doctor of Philosophy.

A Doctor of Ministry degree program also is available to ordained pastors who wish to earn a second degree while pursuing their pastoral work.

Continuing education is provided to enable alumni and others to study systematically throughout their careers. Both resident and non-resident programs are offered.

The entire program of study is integrated so that each course is related insofar as possible to the other courses and fields of study, undergirded by wide use of the Library/Learning Resources Center. Through supervised programs during the academic year and in the summer months, students apply the insights of their courses to specific situations.

Additional seminary activities include the publication of **Interpretation, A Journal of Bible and Theology.** Edited exclusively by Union's faculty, it is subscribed to by pastors, professors, students and others in every state and in more than 90 foreign countries.

Union also operates WRFK-FM, a 50,000 watt fine arts radio station serving central Virginia. The station offers classical music, news, fine arts, and public affairs programming 18 hours a day, and has installed receiving equipment to enable it to join the satellite interconnection of the National Public Radio Network. WRFK-FM is supported primarily by fund-raising drives among its audience.

Union's student body of about 260 normally represents 30 or more states, six or more countries, and 30 or more denominations. Approxmately 60 percent of the students are married and many have children, 25 percent are women, and five percent are international students.

The University of Richmond

Richmond

The University of Richmond was founded in 1830 by the Baptists of Virginia and today, as an independent, privately endowed institution, maintains its historic ties with the denomination. The University is composed of the following colleges or schools: Richmond College for undergraduate men, Westhampton College for undergraduate women, the Graduate School, the T. C. Williams School of Law, the E. Claiborne Robins School of Business (and its Richard S. Reynolds Graduate Division), and University College (including summer program, evening, and continuing education divisions).

The University of Richmond, situated on a 350-acre campus six miles west of the heart of the city, is the largest private institution of higher education in Virginia. Its coordinate structure, however, offers the advantages of a coeducational campus along with the benefits of small, separately administered colleges. Primarily a teaching institution in the liberal arts tradition, the University emphasizes instruction of high quality, and the faculty is encouraged to participate in research. Each year the University offers cultural activities and presents programs which are open to the public. Also, the programs of University College, with its Women's Resource Center, and the Institute for Business and Community Development are available to individuals in the community and to business and community organizations, as well.

The University of Richmond offers bachelor's degrees in all the traditional liberal arts and sciences disciplines, plus business administration. It offers master's degrees in business administration, the humanities, education, and most of the traditional disciplines in the liberal arts and sciences. In addition, the University offers a Juris Doctor degree through The T. C. Williams School of Law. The University continues to concentrate on strengthening its existing programs by fostering a climate of academic excellence and allocating significant new resources to accomplish this goal.

The University is serving an ever-broadening constituency, with its students coming from all over the country and particularly from the entire area east of the Mississippi. About 28 percent of the 1982 freshman class were Virginia residents. In the 1982-83 session, full-time and part-time enrollment totaled 4,832. The University has some 22,000 alumni from every state and 47 foreign countries.

Virginia Intermont College

Bristol

Virginia Intermont is a private, residential, coeducational, undergraduate college. The College offers four-year programs leading to the Bachelor of Arts degree and two-year programs leading to the Associate in Arts degree.

Founded in 1884 as the Southwest Virginia Institute, the College became identified with the new junior college movement in 1910 and was the first two-year institution to be accreditied by the Southern Association of Colleges and Schools. Four-year programs leading to the B.A. degree were initiated in 1970.

The primary function of the College is teaching-learning. Research and publication are encouraged, but not at the expense of teaching. Several community service functions are associated with the academic program.

Bachelor of Arts programs are offered in art, art education, ballet, biology, church music, communications, early childhood education, elementary education, English, general studies, horsemanship, management, merchandising, music, music education, office administration, photography, psychology-sociology, recreation, social work, computer information management, medical technology, philosophy-religion, social sciences, and theatre. The teacher preparation programs have been granted "approved program" status by the State Department of Education. The social work program is accredited by the Council on Social Work Education.

Although Virginia Intermont enrolls students each year from approximately 35 states, its primary service area is Virginia and the Eastern Seaboard. Increasing numbers of students from the areas around Bristol, Tennessee-Virginia, are being served.

The College is affiliated with the Baptist General Association of Virginia, but approximately 20 denominations are represented in the student body of about 650.

Virginia Union University

Richmond

Virginia Union was founded in 1865 to provide quality education for the newly freed men. The University proper resulted from the merger in 1899 of Wayland Seminary, National Theological Institute, and Richmond Technological Institute. Later, the assets of Hartshorn Memorial College and Storer College were merged with Virginia Union. Today, as a coeducational, private, liberal arts and sciences University, it offers students of every race and economic group the opportunity to acquire the knowledge and skills to be successful in life.

Virginia Union University offers undergraduate degrees in four academic divisions and the Sydney Lewis School of Business Administration. The School of Theology participates in the Richmond Theological Center and offers the Master of Divinity degree.

The University places more emphasis on teaching than on research and stresses close interaction between faculty and students. Academic programs are geared to meet the needs of individual students. Traditional studies take place side by side with classes aimed at equipping students to function well in up-to-the-minute careers.

With a small student body, Virginia Union can provide students with personalized academic preparation in an atmosphere of mutual caring.

The student body is composed of men and women from more than 25 states and several foreign countries. The University participates in an exchange program with Concordia College (Minnesota). Special programs in humanities, international relations, and urban studies are also available.

As an historically black university in an urban setting, the University is committed to providing students and the community with knowledge and understanding that will enable men and women to rise above the human barriers that exist between races, cultures, and nationalities. To this end, Virginia Union is broadening the scope of its academic programs to encompass the dynamics of living in an urban environment. The University, from its origin, has admitted students without regard to race or creed.

To serve the community outside the campus, the University is expanding continuing education programs, developing its potential as a community resource center by enlarging the library collection of black history and literature, and working with numerous civic groups and organizations to study and solve societal problems.

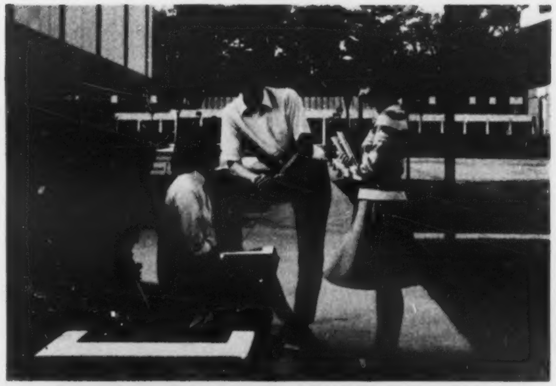
Virginia Wesleyan College
Norfolk

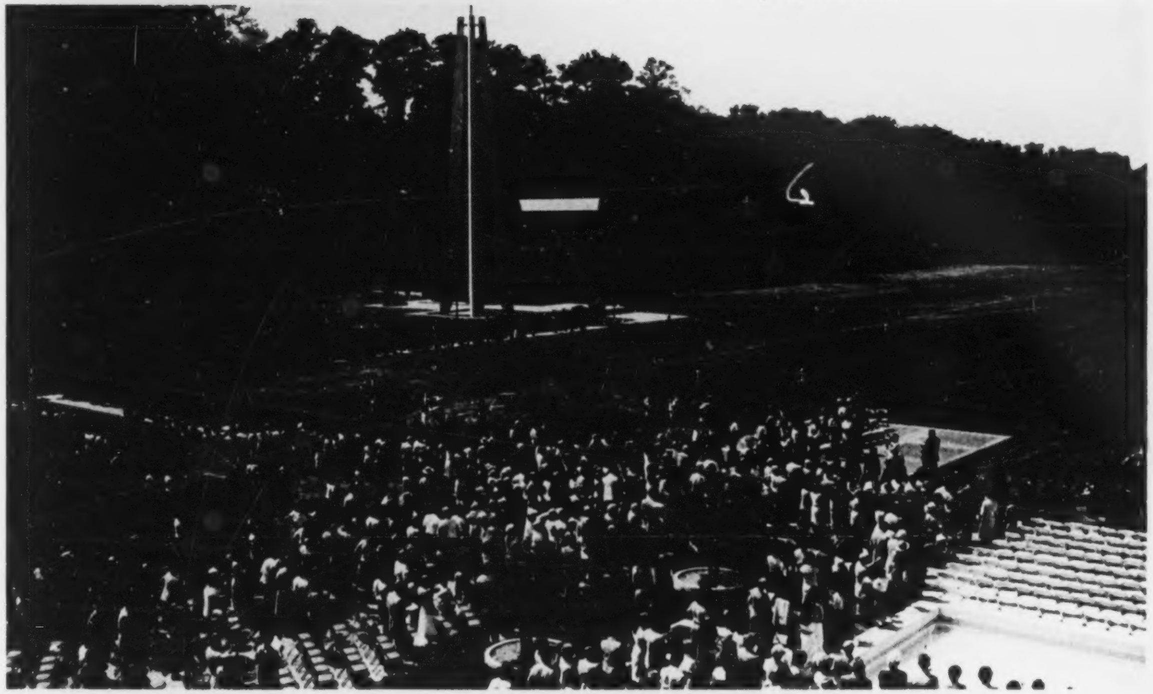
Virginia Wesleyan is a four-year, fully accredited, residential, coeducational institution. It offers a liberal arts curriculum and grants the Bachelor of Arts degree. Chartered in 1961 and opened in 1966, Virginia Wesleyan College is by nature and design a church-related liberal arts college. It was founded by the United Methodist Church, which contributes to its support. The village concept within the overall architectural plan of the campus supports an institutional commitment to student-faculty dialogue.

Considerable emphasis is placed upon individualization of education through close student-faculty relationships, possibilities for independent study, and the opportunity for students and their advisors to create individualized programs of study. The College has a commitment to serve the needs of adults as well as traditional-age students. In the midst of a growing urban area, the College uses its geographic location in order to involve students in the major issues of urban life.

Faculty members are encouraged to maintain a continuing interest in research and study, and independent programs of study provide students with the opportunity for individual research.

The academic program of the College is represented by three divisions: Humanities, Social Sciences, and Natural Sciences and Mathematics. Students may select a divisional major in one of these broad areas or a departmental major in one of the following specific disciplines: art, art education, biology, chemistry, computer science/mathematics, education (elementary or secondary), English, French, history, mathematics, modern foreign languages (French and Spanish), music, philosophy, recreation/leisure services and physical education, political science, psychology, religion, sociology, and theatre/communications. Interdivisional majors are offered in the following areas: American studies, communications studies, environmental studies, human services, international studies, and management/business/economics. Successful completion of any of these programs leads to the Bachelor of Arts degree. Special advisors are available to students interested in pre-law, pre-medicince, and pre-theology.





The College believes that educational institutions must remain relevant to the changing needs of students. Consequently, there is an institutional emphasis upon constant re-examination and experimentation. All students live in college residences unless they elect to live at home or with relatives. The ratio of men to women is approximately 49/51. According to future plans, the College expects to grow to a maximum enrollment of 1,200 students.

Washington and Lee University

Lexington

In 1749, Scotch-Irish pioneers founded a small classical school near what is now the city of Lexington. In 1776 the institution was named Liberty Hall, and in 1782 it was chartered by the Virginia Legislature as Liberty Hall Academy. In gratitude for financial support received from George Washington, its trustees changed the name to Washington Academy in 1789 and to Washington College in 1813. Robert E. Lee served as president from 1865 until his death in 1870, whereupon the institution became Washington and Lee University.

Washington and Lee University is relatively small (1,714 students in 1982) and privately endowed. It offers undergraduate education in the liberal arts and sciences, and, since 1870, professional education in law. The University confers Bachelor of Arts, Bachelor of Science, and Juris Doctor degrees.

Washington and Lee University is involved in instruction, research, and public service activities. In its undergraduate divisions -- the College and the School of Commerce, Economics, and Politics -- some 80 percent of its effort is in instruction, 10 percent in research, and 10 percent in public service. There is no plan to modify this balance.

In the School of Law, the ratios for instruction, research, and public service are approximately 75, 10 and 15 percent respectively. The Frances Lewis Law Center, an integral part of the School of Law, began its operations in 1978, stimulating and supporting research in law reform.

At the undergraduate level, Washington and Lee offers courses and majors in 34 academic discipline areas. In addition to majors in the traditional arts and sciences, majors are also offered in business administration, journalism and communications, and a variety of interdisciplinary studies. Courses, but no majors, are offered in area studies, computer and information sciences, education, and engineering. The University has cooperative programs with several engineering schools through which students acquire a Bachelor of Arts or Bacehlor of Science degree at Washington and Lee and, later, an engineering degree at the cooperating institution. There is no plan for expansion to graduate programs in law or any of the other programs.

During the next ten-year period, the University expects to increase its emphasis and support in the areas of fine arts, journalism and communications, education, computer and information sciences, and interdisciplinary studies.

The University considers itself a national institution and attracts students in significant numbers from throughout the nation. However, because of the number of Virginians enrolled (26 percent in 1982) and its many close associations within the State, it looks upon Virginia as its primary area of service.

Washington and Lee enrolls only men at the undergraduate level, but men and women are admitted to the Law School. Virtually all students are full-time and the atmosphere is residential, although a majority of the students live in private accommodations in the community.

In 1982, the University announced the conclusion of a decade-long development program in which $67 million in new funds were raised against a $62 million goal. The program added $22.8 million to the endowment and supported construction of a new gymnasium, a new law school building, a new undergraduate library, and a new home for the School of Commerce, Economics, and Politics, as well as extensive general campus improvements and renovations.